

VISIT...

LANZAROTE
Caliente.COM

1 What Is a Sentence?

Sentence

Fossils are ancient animals.

Not a sentence

Are ancient animals.

For each pair, write the group of words that is a sentence.

1. Dinosaurs lived millions of years ago.
Were big animals that roamed the earth.

2. Some dinosaurs were more than twenty-seven meters long.
Weighed about eighty tons each.

3. Had pads like elephants' feet.
Today's lizards look something like dinosaurs.

4. Ate meat and eggs all the time.
Some dinosaurs ate plants.

5. Dinosaurs had four legs.
Walked on their back legs sometimes.

6. The skeleton of a hand with only two fingers.
People see skeletons of dinosaurs at museums.

7. Scientists find out about dinosaurs on digs.
Called paleontological digs.

8. Museums famous for dinosaurs.
In 1990, a nearly complete Tyrannosaurus rex skeleton was found.

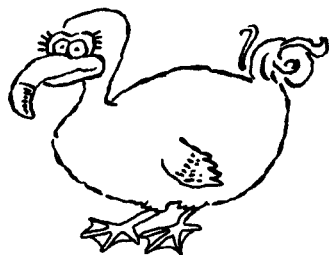
(continued)



1 What Is a Sentence? (continued from page 1)

Challenge

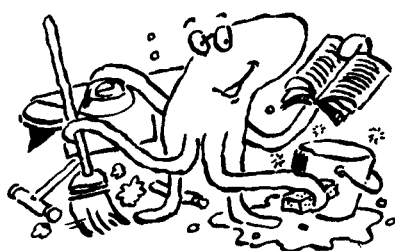
Look at each picture and read the description of each imaginary animal. Make up a name for the animal and write it below the description.



1. has blue feathers and webbed feet



3. is a fish that sings and tells jokes



2. can do many things at one time



4. is a furry thing that sneezes

Now write a sentence about each animal. Use the animal's name and its description to write a complete sentence.

1. _____
2. _____
3. _____
4. _____

Writing Application: A Journal

DESCRIBING

You have discovered an animal from long ago. Write at least five sentences that describe what the animal looks like, where it lives, and what it eats. Be sure that your sentences are complete.



Writing Good Sentences

Complete sentence	Sacajawea helped Lewis and Clark explore western America.
Incomplete sentence	In 1805.
Sentences combined	Sacajawea helped Lewis and Clark explore western America in 1805.
Two incomplete sentences	Explorers Meriwether Lewis and William Clark. Traveled 8,000 miles in 28 months.
Sentences combined	Explorers Meriwether Lewis and William Clark traveled 8,000 miles in 28 months.

Writing Complete Sentences 1–5. Rewrite this paragraph from an essay. Fix the incomplete sentences by combining them or adding each to a complete sentence.

Revising

● Sacajawea helped Lewis and Clark in many ways. When they explored the American West. She could translate Native American languages for the explorers. Because she was the daughter of a Shoshone chief. Sacajawea had grown up in the territory Lewis and Clark were exploring. Along the Missouri River. Sacajawea helped the explorers build a friendship with a Shoshone chief. The chief became very helpful. When he found out that Sacajawea was his long-lost little sister! The generous Shoshone. Provided horses, supplies, and information needed by the explorers for crossing the Rocky Mountains.

(continued)

(continued from page 3)

All nine planets orbit the sun. Following an oval path. They also rotate on their own axes.

All nine planets orbit the sun following an oval path. They also rotate on their own axes.

Writing Complete Sentences 6–12. Rewrite this paragraph from a science book. Fix each incomplete sentence by adding it to a complete sentence or to another incomplete sentence.

Revising

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page.

2 Statements and Questions

Statements	Questions
We are having stew for dinner.	Are we having stew for dinner?
We do have all the ingredients.	Do we have all the ingredients?

- A** Write the correct end mark for each sentence. Write S for statement or Q for question.

- Did you ever help to make a pot of stew _____
- I like to make stew with my uncle _____
- We put carrots, beans, meat, and potatoes in a pot _____
- Did I remember to tell you that we add water _____
- Then we let the stew cook slowly for several hours _____
- We always keep a lid on the pot _____

- B** 7–15. This letter has three missing capital letters and six incorrect or missing end marks. Use proofreading marks to correct the letter.

Example: Is minced meat pie a dessert? ~~9~~

Proofreading

Dana,

You'll never guess what Uncle Otis cooked for us last night it's called minced meat pie. have you ever tried it. It looks like a regular fruit pie until you slice it Inside the pie is a dark brown filling of apples, raisins, brown sugar, cinnamon, and chopped beef? It tastes okay if you drink milk with it what will Uncle Otis think of next.

Yours truly,
Alex

Proofreading Marks

- ¶ Indent
- ^ Add
- ~ Delete
- ≡ Capital letter
- / Small letter

(continued)

2 Statements and Questions (continued from page 5)

Challenge



Match the riddles with their correct answers. Add the correct end marks.

QUESTIONS

1. What is a frightened clock called _____
2. Why did the girl put her
dollar in a sandwich _____
3. What is full of holes and
still holds water _____
4. Why did the gardener wash
her hands _____
5. How does a carrot feel
when it gets angry _____
6. What animal lives in
a library _____
7. Where did the car go
swimming _____

STATEMENTS

- A sponge is _____
- It's called an alarm clock _____
- It was her lunch money _____
- It gets all steamed up _____
- A bookworm does _____
- She had a green thumb _____
- It swam in a car pool _____

Now make up three riddles of your own, using questions and statements.

QUESTIONS

STATEMENTS

Writing Application: An Interview

DESCRIBING

Suppose that you are hiring a cook to work for you. Write three questions you might ask the cook. Write three statements that describe your favorite foods for the cook.



3 Commands and Exclamations

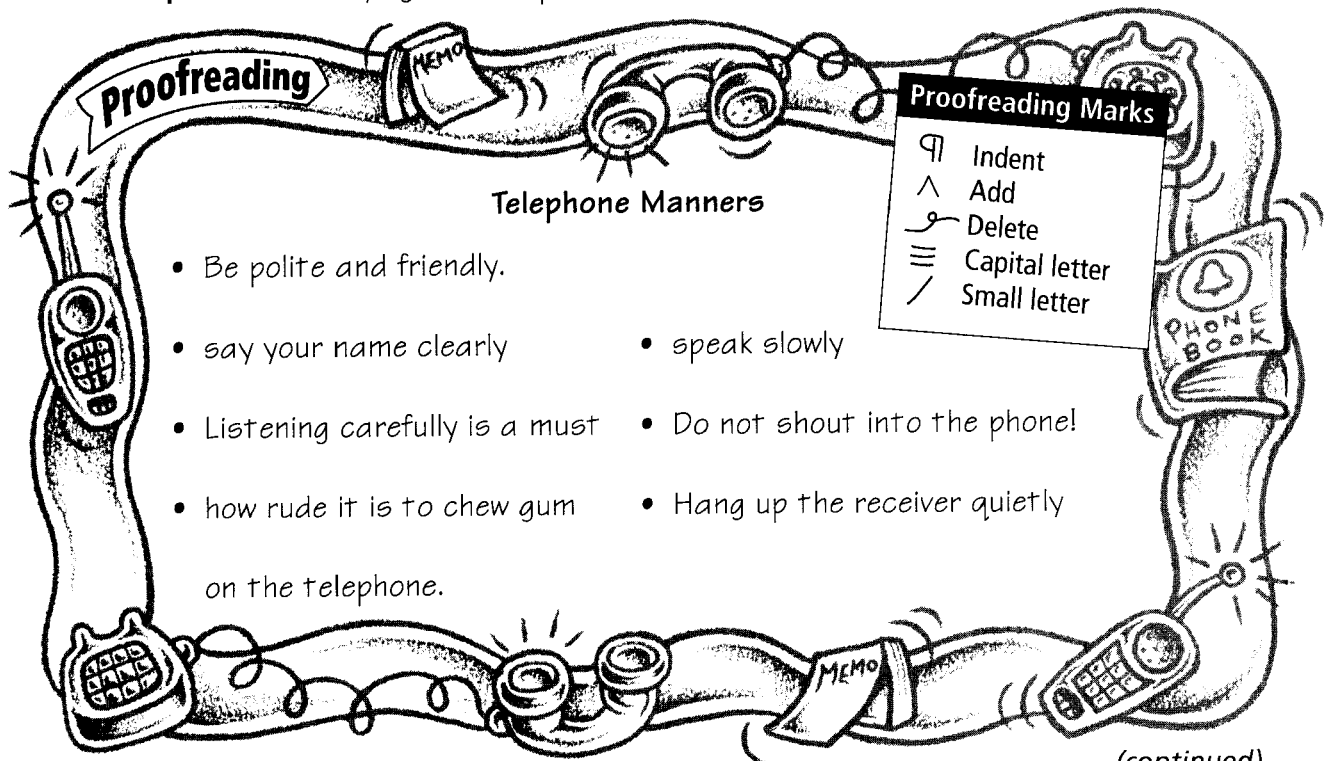
Commands	Exclamations
Don't forget your manners.	How important manners are!
Please listen carefully.	What a great teacher you are!

A Write the correct end mark for each sentence. Label each sentence *command* or *exclamation*.

- How important manners are _____
- Always thank your friends after they help you _____
- Use the word *please* when asking for something _____
- Hold the door for the person behind you _____
- Never talk when someone else is talking _____
- How annoying that is _____

B 7–15. Anna's poster has three missing capital letters and six incorrect or missing end marks. Use proofreading marks to correct the poster.

Example: How annoying bad telephone manners are!

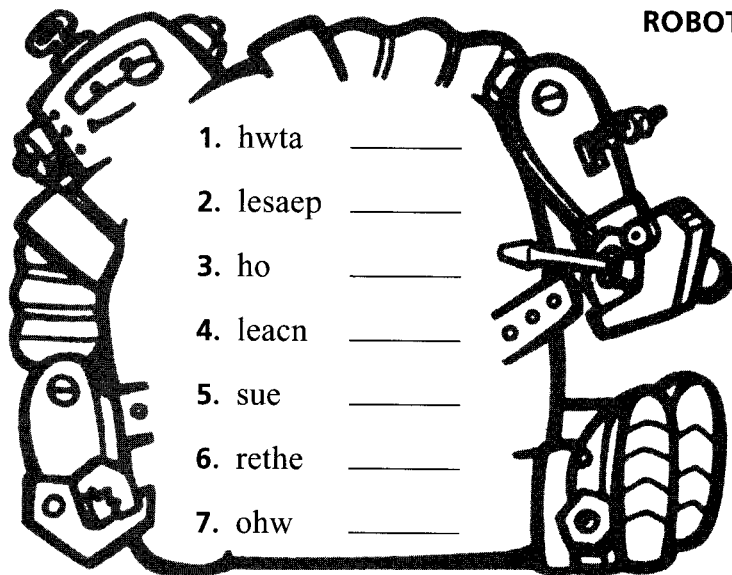


(continued)

3 Commands and Exclamations (continued from page 7)

Challenge

Unscramble the letters in the robot to make words. Match these words to the correct sentence parts to make commands and exclamations.



ROBOT UNRAVEL

1. hwta _____
2. lesaep _____
3. ho _____
4. leacn _____
5. sue _____
6. rethe _____
7. ohw _____

- oil my wires
- a mess I am
- my switch is broken
- wonderful I look
- the right tools
- are so many parts to fix
- my rusty clamps

Now write the completed commands and exclamations. Use capital letters and end marks correctly.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Writing Application: A Journal

EXPLAINING

Suppose that you are teaching your new pet to behave. Write at least three commands and two exclamations that tell how you would train your pet. Be sure to use capital letters and end marks correctly.

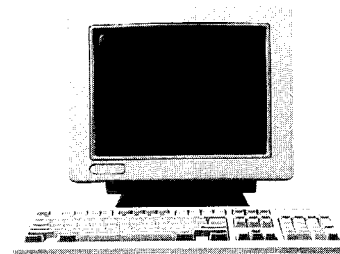
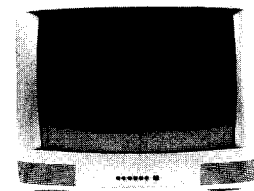
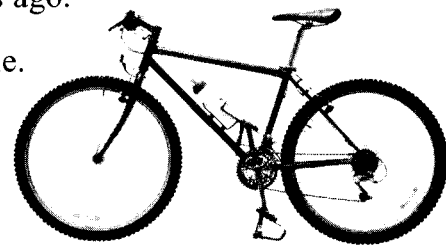


4 Subjects and Predicates

Complete Subjects	Complete Predicates
Many inventors	lived in Philadelphia, Pennsylvania.
Some inventors	became famous.

Draw a line to divide the complete subject and the complete predicate of each sentence. Write *CS* above the complete subject and *CP* above the complete predicate.

1. Thomas Edison invented the light bulb.
2. Some inventions are practical.
3. Other inventions are fun.
4. The first bicycle was built over one hundred years ago.
5. A man from England built the first modern bicycle.
6. Television became popular in the United States.
7. This invention is over eighty years old.
8. People bought their first frozen foods in 1925.
9. Levi Strauss made the first denim pants in 1847.
10. Many people call them jeans.
11. Gold miners were Levi's best customers.
12. The telephone is not a new invention.
13. Many inventions change over the years.
14. A cellular telephone is one example of this change.
15. The computer is another example.
16. Computers have become smaller and more powerful.
17. Scientists are not the only inventors.
18. Many ordinary people invent.
19. We hear of new inventions all the time.
20. New products help many people.



(continued)



4 Subjects and Predicates (continued from page 9)

Challenge



Look at the lists of inventions for the future. Write a sentence that describes what each invention will do. Underline the complete subject and circle the complete predicate of each sentence.

Outdoor Inventions

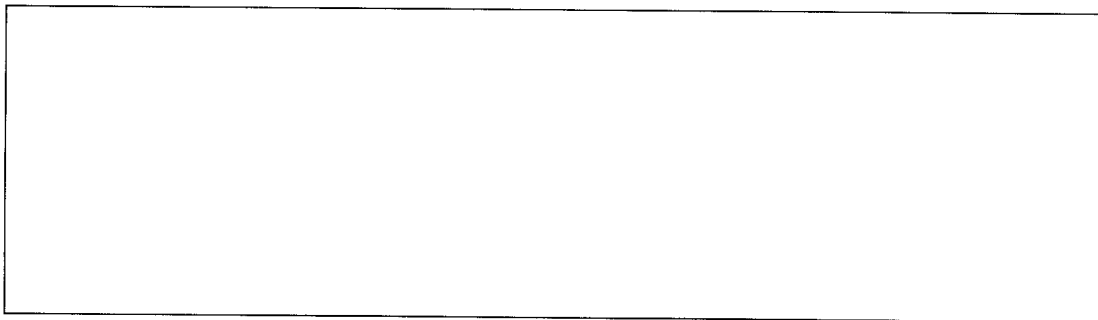
1. Way Finder
2. Power Center
3. Star Searcher

Indoor Inventions

4. Dish Swisher
5. Floor Crawler
6. Sweeper Beeper

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Draw a picture that shows one or two of the inventions above.



Writing Application: An Advertisement

CREATING

Suppose that you are an inventor. Write an advertisement for one of your inventions. Write the name of your invention. Then write five sentences that describe what it looks like and what it does. Draw a line between the complete subject and the complete predicate of each sentence.

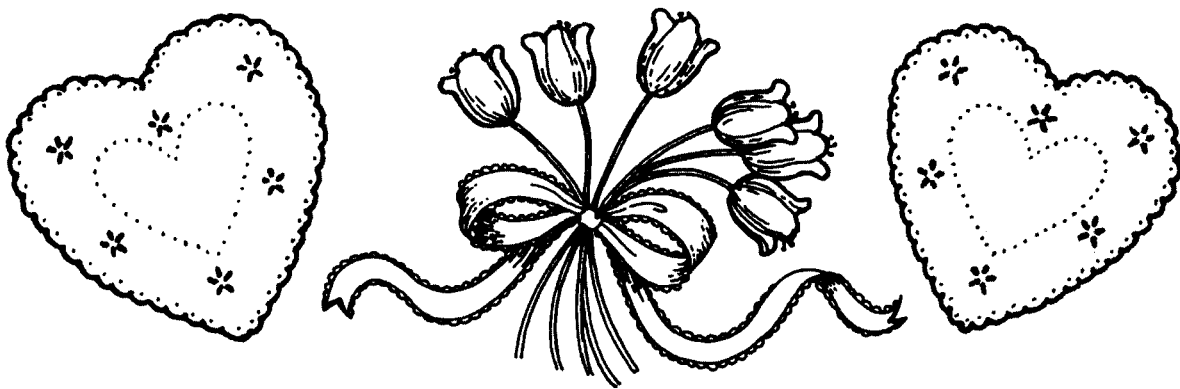


5 Simple Subjects

Subjects	Predicates
My favorite holiday	comes every February 14.
It	is Valentine's Day.

Underline the complete subject of each sentence. Write the simple subject.

1. Mrs. Marcus told our class about Valentine's Day. _____
2. Valentine's Day has an interesting history. _____
3. Many stories about the first Valentine's Day exist. _____
4. One story links this day to an old Roman festival. _____
5. Romans held this festival on February 15. _____
6. The oldest known Valentine's Day card dates from 1415. _____
7. Heart-shaped cards are exchanged in modern times. _____
8. They can be funny or serious. _____
9. Many people show their feelings with presents. _____
10. Some shy people send unsigned cards. _____
11. Ties in fancy boxes are gifts for some valentines. _____
12. Pretty flowers are also popular on Valentine's Day. _____
13. Boxes of candy fill the stores around Valentine's Day. _____
14. Valentine's Day may be celebrated for many more years. _____



(continued)

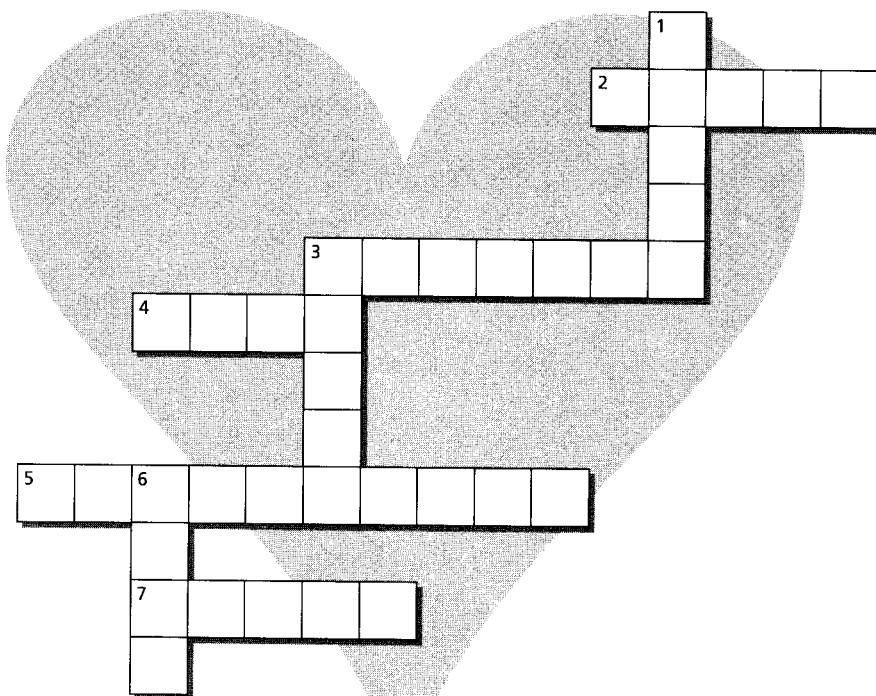


5 Simple Subjects *(continued from page 11)*

Challenge



Underline the simple subjects in the sentences below. Use them to complete the puzzle.



ACROSS

2. Red roses are a sign of love.
3. My favorite holiday is February 14.
4. Rome celebrated one of the first Valentine's Days.
5. Valentines are fun to give and to receive.
7. Most valentine cards are pink, red, and white.

DOWN

1. Bobby sent Lucy a valentine.
3. My heart belongs to you!
6. White lace with pink ribbon looks pretty on a card.

Writing Application: A Personal Narrative

NARRATING

Think about your favorite holiday. Write five sentences that tell how you celebrate this holiday with your family or friends. Underline the simple subject of each sentence.



6 Simple Predicates

Subjects	Predicates
Everybody	dreams during sleep.
Some people	forget their dreams.

Underline the complete predicate of each sentence. Write the simple predicate.

1. Scientists study people's dreams. _____
2. Signals come from the brain during sleep. _____
3. Scientists attach wires to a person's head. _____
4. A special machine measures light sleep and heavy sleep. _____
5. Light sleep lasts for about two hours. _____
6. Dreams occur during certain stages of sleep. _____
7. Some people dream many dreams in one night. _____
8. Dreams happen in about two hours of a night's sleep. _____
9. Some sleepers awake in the middle of a dream. _____
10. Many people remember their dreams. _____
11. Dreams seem real to the dreamer. _____
12. Some dreams appear in color. _____
13. Dreams are important to many scientists. _____
14. They learn about the brain from people's dreams. _____



(continued)

6 Simple Predicates (continued from page 13)

Challenge



The children below have dreams for the future. Write a sentence about each child, following the directions below.



1. Katya loves animals. Write a sentence about Katya, using the simple predicate *dreams*. _____



2. Wesley loves airplanes. Write a sentence about Wesley, using the simple predicate *hopes*. _____



3. Tokie loves working with clay. Write a sentence about Tokie, using the simple predicate *wants*. _____



4. Rico loves growing flowers. Write a sentence about Rico, using the simple predicate *wishes*. _____

Now write a sentence about a dream that you have for your future. Underline the simple predicate.

Writing Application: A Journal

EXPRESSING

Suppose that you have come from another country to live in the United States. What are your dreams for a new life? Write at least five sentences that describe your feelings on your first day in the United States. Underline the simple predicate of each sentence.



7 Correcting Run-on Sentences

Incorrect

Storms bring rain and snow they can also bring hail.

Correct

Storms bring rain and snow. They can also bring hail.

A Write each run-on sentence correctly. Write *correct* if the sentence is not a run-on.

1. Some storms cause problems the effects depend on where you live.

2. Strong winds blow during a storm thunder booms sometimes.

3. Winds above the Earth's surface can reach more than 75 miles per hour.

4. A rainstorm can be very dangerous to crops and farm animals.

B 5–10. Use proofreading marks to correct the six run-on sentences in this report.

Example: Some storms bring plenty of rain. heavy rain can damage land.

Proofreading

BULLETIN!

You can keep yourself safe in a tornado follow some important rules. Listen to a radio when the weather is bad go to a safe place when you hear a warning. Stay away from windows go to an inside room or hallway. Basements are safe places getting under a heavy table or the stairs gives you extra protection. Bathrooms are good you can even get into an empty bathtub. If you are outside, stay away from power lines. Go to a ditch or other low ground. Plan ahead what you will do have a tornado drill every year.

Proofreading Marks

-  Indent
-  Add
-  Delete
-  Capital letter
-  Small letter

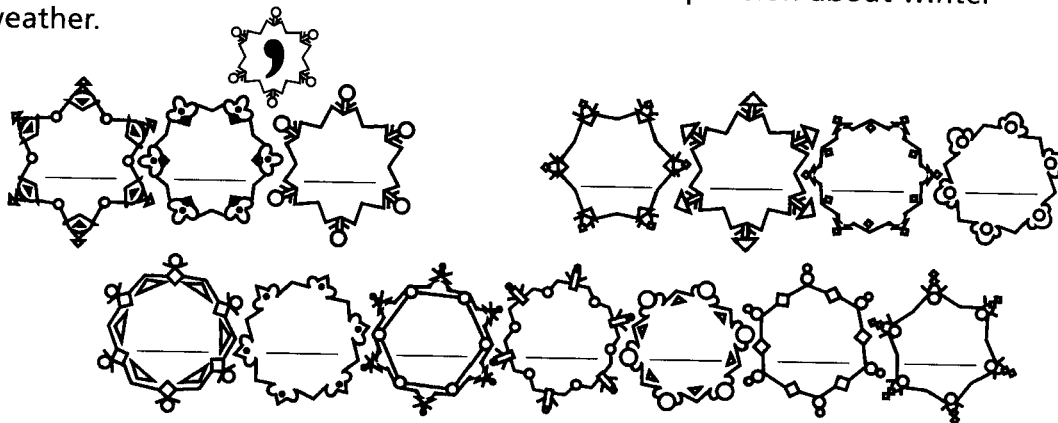
(continued)

Challenge



1. Strong winds and fast air currents can form a jet stream it is like a huge tube of air. _____
2. Centers of storms are called eyes eyes are usually calm. _____
3. Some storms are made of ice ice storms can hurt people. _____
4. Dangerous ice storms can destroy trees these storms coat the trees with ice. _____
5. One ice storm can cause problems on the roads usually roads get slippery. _____
6. Lightning flashes during a storm thunder rumbles later. _____
7. Observing the weather is a scientist's job deciding the path of a storm is important. _____

Now unscramble the letters to write a common expression about winter weather.



DESCRIBING

Write a weather report for a TV news program. Write five sentences that describe a serious storm and what the storm does to your area. Be careful not to write any run-on sentences.

Writing Good Sentences

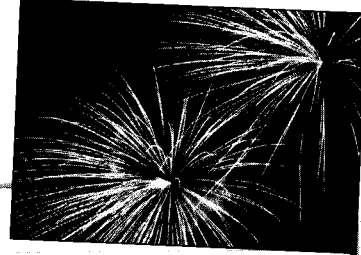
Run-on sentence

On the Fourth of July, Americans celebrate their independence they observe the birthday of their nation.

Corrected sentence

On the Fourth of July, Americans celebrate their independence, **and** they observe the birthday of their nation.

Combining Sentences 1–6. Rewrite the following letter describing Sam’s favorite holiday. Correct each run-on sentence by adding a comma and the word *and*.



Revising

Dear Tony,

The Fourth of July is my favorite holiday our town always has such a wonderful party! The celebration begins with a parade. Marching bands come from all over the state they play lively music. A barbecue follows the parade everyone eats hot dogs and watermelon. Kids compete in sack races many people play softball. After sunset, bright colors explode across the sky the day ends with an awesome display of fireworks. I wish you could be here to join in the fun!

Sincerely,
Sam

(continued)

(continued from page 17)

Many coin tricks look hard. They are actually easy to do.

Many coin tricks look hard, **but** they are actually easy to do.

Combining Sentences 7–12. Rewrite the following paragraph from a book about magic tricks. Combine the underlined pairs of short sentences by adding a comma (,) and the word that is in parentheses.

Many people enjoy magic shows. Few people understand how tricks are done. (but) Most magicians practice their skills for hours. They perform tricks to entertain. (and) Much of their magic is based on illusion. One thing seems to be happening. Something different actually occurs. (but) A good magician can misdirect the attention of the audience. Spectators are led to focus on a magic wand or on one of the magician's hands. They do not notice the movement of the other hand. (and) Did the coin really disappear? Did the magician simply hide it in her palm? (or) People are curious about how tricks work. Magicians do not tell their secrets. (but)

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page.

1 What Is a Noun?

person thing place
 | | |
 My **uncle** sells **bread** in his **store**.



Underline the nouns in each sentence.
Write these nouns.

1. Becky and Pedro visited a factory in Ohio.

2. This place made many different breads.

3. A guide told the children stories about bread.

4. Bread is an important food in many lands.

5. People long ago made flat loaves from different grains.

6. Bakers in Scotland often used oats.

7. The loaves were baked on hot stones.

8. Men and women explored our country long ago.

9. Many pioneers ate "journeycakes" made from corn.

10. Now workers in bakeries have machines to make their jobs easier.

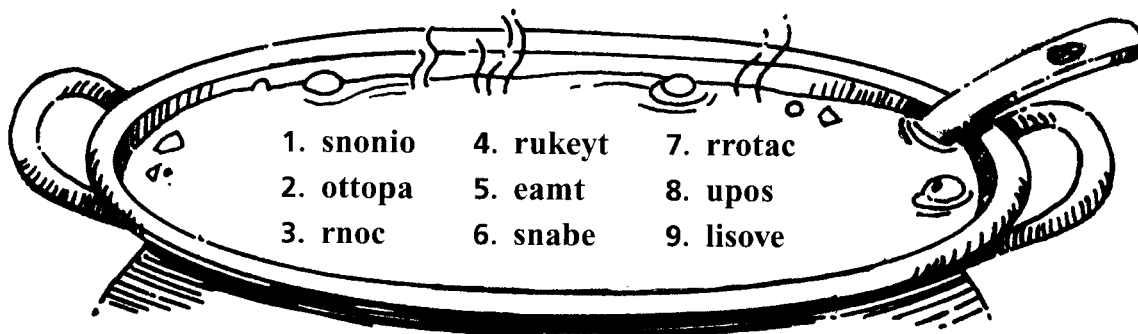
(continued)



1 What Is a Noun? (continued from page 19)

Challenge

Uncover the pot and figure out what kind of stew is cooking! Unscramble the nouns in the pot and write them in the spaces below.

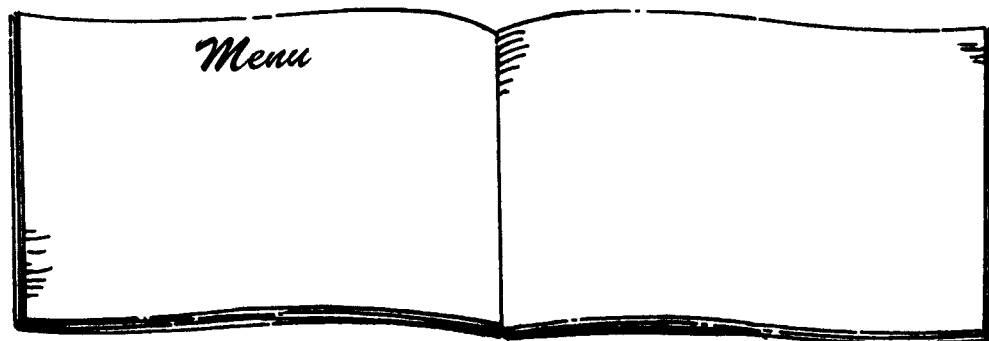


- | | | |
|----------|----------|----------|
| 1. _____ | 4. _____ | 7. _____ |
| 2. _____ | 5. _____ | 8. _____ |
| 3. _____ | 6. _____ | 9. _____ |

Unscramble the circled letters to name the stew.

The stew is called _____.

Suppose that you have opened a new restaurant. Use the unscrambled nouns and any other nouns to write a menu for your restaurant.



Writing Application: A Recipe

INSTRUCTING

Ask a friend or a family member for a favorite recipe. Write at least six sentences, giving the steps in the recipe. Include all the things needed to prepare the dish. Underline each noun in the recipe.



2 Common and Proper Nouns

proper noun common noun
 Janet Guthrie drives a race car.

A Write the nouns in each sentence. Be sure to write each proper noun correctly.

1. janet guthrie was born in iowa city, iowa.

2. The young woman bought a special automobile.

3. Her first race at watkins glen in new york lasted six hours.

4. This bold driver entered the indianapolis 500.

5. Her car was called the texaco star.

B 6–16. This part of a research report has eleven capitalization errors. Use proofreading marks to correct the report.

Example: In this contest, ms. guthrie finished near the top.

Proofreading

In 1977, janet guthrie became the first woman driver to compete in the Indianapolis 500. That year she also won an award, Top rookie, at the Daytona 500 race. Because of her accomplishments, ms. guthrie was one of the first women chosen to be in the women's sports hall of fame. Her driving helmet and suit are in the smithsonian institution.

Proofreading Marks

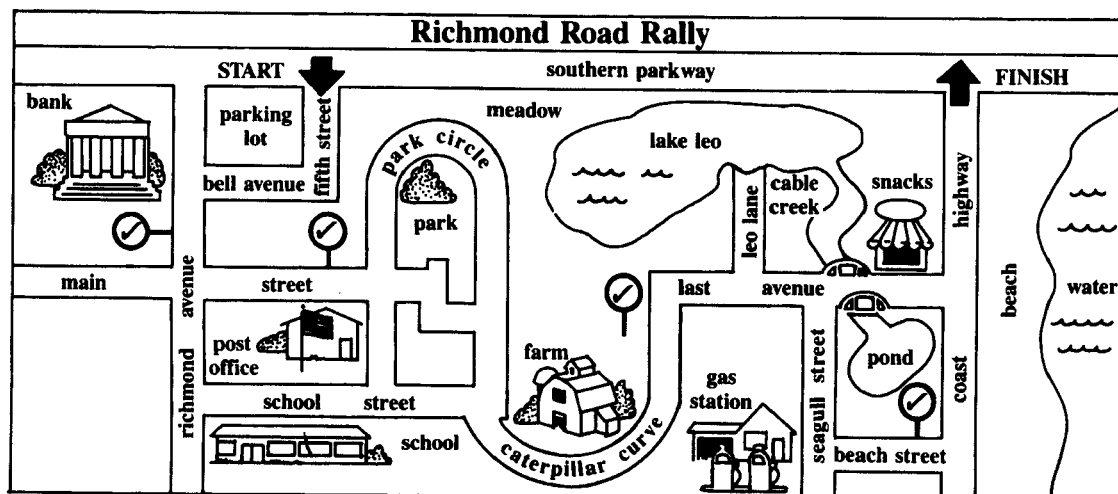
- ¶ Indent
- ^ Add
- ~ Delete
- ≡ Capital letter
- / Small letter

(continued)

2 Common and Proper Nouns (continued from page 21)

Challenge

Richmond County holds a road rally each year. The map below shows the race route and all the checkpoints where the drivers must stop. The map is incorrect because the proper nouns are not capitalized. Write each proper noun correctly on the lines below.



- | | | |
|----------|-----------|-----------|
| 1. _____ | 6. _____ | 11. _____ |
| 2. _____ | 7. _____ | 12. _____ |
| 3. _____ | 8. _____ | 13. _____ |
| 4. _____ | 9. _____ | 14. _____ |
| 5. _____ | 10. _____ | 15. _____ |

Now, on the map above, draw the fastest route for your car. Be sure to stop at each checkpoint.

Writing Application: An Interview

INFORMING

Suppose that you have been asked to interview a sports champion. Write at least three questions that you will ask about the places where this person has competed and the people whom this champion admires. Then write the answers the person would give. Underline all the common nouns and circle all the proper nouns.



Writing with Nouns

Two sentences

Jessica trained for the figure skating championship.
Eve trained for the figure skating championship.

Combined sentence

Jessica and Eve trained for the figure skating championship.



Combining Sentences 1–5. Rewrite the following paragraph from this first draft of a newspaper article. Combine each pair of underlined sentences to form one sentence with a compound subject.

Revising

Document 1

Elizabeth skated in the All-Star Competition. Mark skated in the All-Star Competition. They are partners on the ice. Graceful lifts make their performances exciting to watch. Energetic jumps make their performances exciting to watch. They spend hours each week perfecting their routine. Elizabeth's sprained ankle made

practicing difficult. Mark's broken toe made practicing difficult. When it was time to compete, however, the young pair skated beautifully. Their coaches encourage them to do their best. Their parents encourage them to do their best. The judges know that these skaters are champions. The fans know that these skaters are champions.

(continued)



Writing with Nouns *(continued from page 23)*

Two sentences

Joseph Merlin designed the first pair of roller skates.
Joseph Merlin was a creative inventor.

Combined sentence

Joseph Merlin, a **creative inventor**, designed the first pair of roller skates.

Combining Sentences 6–10. Rewrite these paragraphs from a book about inventions by combining the underlined sentence pairs. Move details from the second sentence into the first sentence.



Revising

Joseph Merlin wore a pair of shoes on wheels to a costume party. Merlin was a Belgian musician. These first roller skates were nearly impossible to steer. An American inventor solved the steering problem. The inventor was James Plimpton. His improvement allowed people to steer. The improvement was a

cushion between the axles and the foot plates.

Other changes have made roller skates easier to use. Wheels made of polyurethane give roller skates a smooth ride. Polyurethane is a lightweight plastic. Roller skating is a great way to exercise. Roller skating is a popular sport.



3 Singular and Plural Nouns

Singular	apple	day	class	box	lunch	brush
Plural	apples	days	classes	boxes	lunches	brushes

A Write the plural form of the noun in parentheses to complete each sentence.

- Many _____ take part in the county fair. (**club**)
- Last year our club won a lot of _____. (**award**)
- We grew fifty perfect _____. (**peach**)
- We took them to the fair in five _____. (**box**)
- Two _____ thought that our fruit was the best. (**judge**)
- Several cash _____ were given for the best quilts. (**prize**)
- The winners made their quilts from _____ of cloth. (**patch**)
- Our neighbor won a prize for the six largest _____. (**radish**)
- Aunt Lou entered two _____ in the sewing contest. (**dress**)

B 10–14. Use proofreading marks to correct five plural nouns in this list of county fair expenses.

Example: 4 ^{rides} ~~ride~~ on the Giant Wheel. \$6.00

Proofreading

- 8 game-booth ticket \$8.00
- 2 tickets for the Cyclone Roller Coaster . . . \$3.00
- 2 cheese sandwich \$2.50
- 3 helium balloon \$3.00
- 5 glass of pink lemonade \$3.00
- Basket of fresh peach for Granddad. \$5.50
- TOTAL \$25.00

Proofreading Marks

- ¶ Indent
- ^ Add
- ~ Delete
- ≡ Capital letter
- / Small letter



(continued)

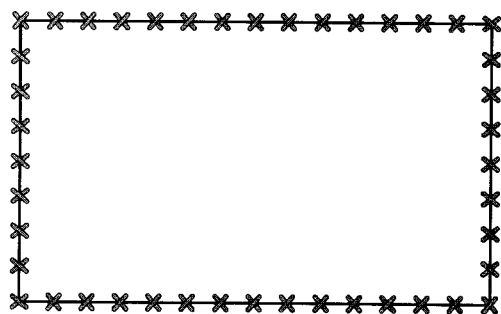
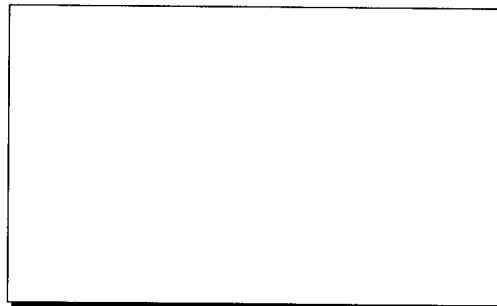
3 Singular and Plural Nouns (continued from page 25)

Challenge

Carver County is having a fair. There will be contests and games. Make three signs for the fair, using the plural form of each noun listed below. Decorate the signs with drawings or fancy lettering.

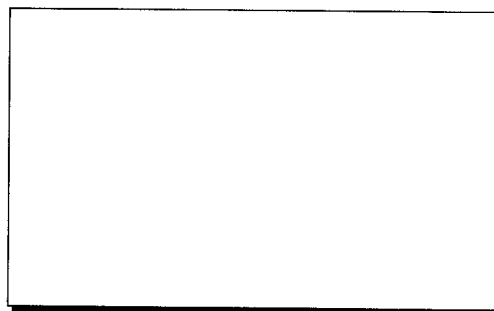
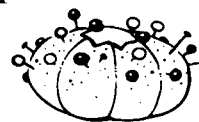
GARDENING CONTEST

cucumber	peach
radish	apple
box	berry



SEWING CONTEST

patch	blanket
quilt	shirt
dress	stitch



REFRESHMENT STAND

egg	glass
sandwich	plate
juice	salad
cheese	dish
lunch	snack



Writing Application: A Letter

EXPRESSING

Write a letter to the mayor about having a fair in your city or town. Write at least six sentences that tell how you would run the fair. Use the plural form of four nouns from the Word Box.

judge	lunch	circus	prize	dish	box
-------	-------	--------	-------	------	-----



7 Plural Possessive Nouns

Plural Nouns

The nest belonging to the **mice** is small.
The singing of the **birds** is loud.

Plural Possessive Nouns

The **mice's** nest is small.
The **birds'** singing is loud.

A Write each sentence another way. Use the possessive form of each underlined plural noun.

1. We visited the farm owned by our grandparents.

2. The crowing of the roosters woke us up.

3. Then the shouts of some children rang out.

4. The cow that belonged to the farmers was missing.

B 5–8. The following poster for a science fair schedule has four incorrect plural possessive nouns. Use proofreading marks to correct the nouns.

Example: 8:00 A.M. How Dogs Become ^{Sheep's} ~~Sheeps~~ Guards

Proofreading

Garfield School Science Fair

9:00 A.M. Mooses Eyesight: Do They Need Glasses?

11:00 A.M. Whales Brains Are Big, But Are Whales's Brains Best?

2:00 P.M. Why Zebras's Stripes Are Like Fingerprints

Proofreading Marks

- ¶ Indent
- ^ Add
- ~ Delete
- = Capital letter
- / Small letter

(continued)

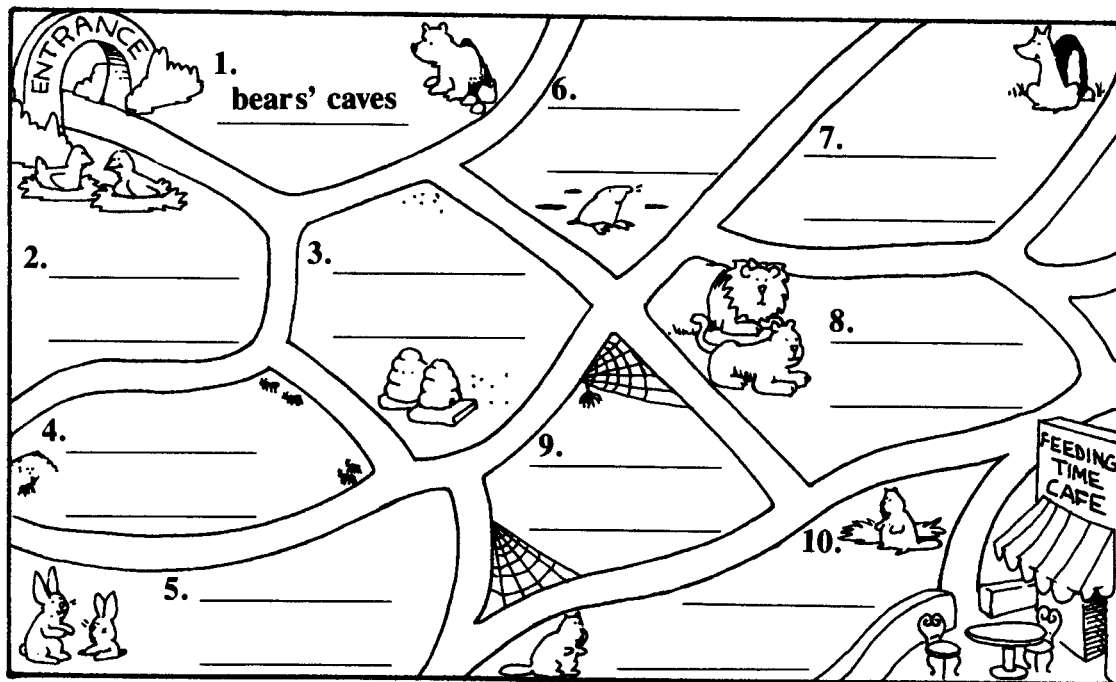
7 Plural Possessive Nouns (continued from page 33)

Challenge

You want to cross the Creature Town Zoo to meet your grandfather for lunch at the Feeding Time Cafe. Your map is missing the names of the landmarks along the way. Name each landmark by using a plural possessive noun. Write each name on the map. The first one has been done for you.

LANDMARKS

- | | |
|-----------------------|-----------------------|
| 1. caves of bears | 6. holes of moles |
| 2. nests of birds | 7. dens of foxes |
| 3. hives of bees | 8. lairs of lions |
| 4. colonies of ants | 9. webs of spiders |
| 5. burrows of rabbits | 10. lodges of beavers |



Now draw the path you will take from the entrance to the Feeding Time Cafe.

Writing Application: A Journal

DESCRIBING

Think about a trip that you have taken. It might be a trip to a farm, a zoo, or a circus. Write at least five sentences about your trip. Describe the animals and the people you saw. Use a plural possessive noun in each sentence.



3 Present, Past, and Future (continued from page 40)

Challenge



Make up your own mystery story, using the words in the columns below. For each sentence, choose a person from the first column, a clue from the second column, a place from the next column, and a time from the last column. Add your own verb and other words that you need. Be sure that each verb you use is in the correct tense. Use as many words from the lists below as you can.

PEOPLE	CLUES	PLACES	TIMES
Mr. Jones	wallet	to New York	yesterday
my teacher	secret papers	at home	now
Detective Silvio	locked door	in a desk at school	tomorrow
the "Ace"	hidden key	on the car	two weeks ago
my sister	package	in her office	soon
the dentist	envelope	at the police station	in a few years
Grandpa	footprints	on the kitchen table	today

Example: My sister found a package on the kitchen table yesterday.

Writing Application: A Review

EXPRESSING

Think of a favorite mystery book or movie. Write a review of it. Use present tense verbs to tell what happens in the story. Use past tense verbs to tell what you thought of the story. Use future tense verbs to tell what others will think about this story.



Writing with Verbs

Mixed tenses

Benjamin Franklin was a great statesman and inventor. He travels to France to get help for the American colonies during the Revolutionary War.

Same tense

Benjamin Franklin was a great statesman and inventor. He **traveled** to France to get help for the American colonies during the Revolutionary War.



Keeping Verbs in the Same Tense 1–8. Rewrite this part of an article about Benjamin Franklin so that every verb is in the same tense.

Revising

Benjamin Franklin was involved in many businesses in his life, but he is always reading and writing. He learns to read at an early age. He became an apprentice printer in 1718, when he reaches the age of twelve. At sixteen Franklin is in charge of his brother's newspaper.

Franklin's most famous work is *Poor Richard's Almanack*, a yearly calendar that includes wise sayings by "Poor Richard." These sayings encourage good habits such as honesty and hard work. Many colonists respect Benjamin Franklin and his writing.

(continued)



Writing with Verbs *(continued from page 42)*

Two sentences	Joneen reads many kinds of books. She also enjoys writing.
Compound predicate	Joneen <u>reads</u> many kinds of books <u>and also enjoys</u> writing.

Combining Sentences 9–14. Rewrite these paragraphs from a Web site. Combine each pair of underlined sentences.

Revising Arthur Author's Web Site

Last month, Arthur Author drafted a book. He started drawing illustrations for it. He drew one picture every day. He typed one page of the story every day. He made up silly stories. He wrote about serious ideas too.

Finally, the book was ready. Arthur Author placed each page of writing with a page of drawing. He stapled his book together. *The Wit and Wisdom of Arthur A. Author* became a big hit with Arthur's classmates. It earned a place in the classroom library. The book was well written. It looked attractive.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page.

4 Subject-Verb Agreement

Singular subject	My <u>family</u> owns a diner.
Plural subject	We own a diner.

A Write each sentence correctly. Choose the verb in parentheses that agrees with the subject.

1. My brothers (serve, serves) the food in our diner.

2. Aunt Anita (run, runs) the kitchen.

3. She (cook, cooks) everything from soup to dessert.

4. We (use, uses) only fresh fruit and vegetables.

B 5–10. This newspaper restaurant review has six incorrect verbs. Use proofreading marks to correct the verbs.

Example: I ^{order}~~orders~~ pancakes for breakfast every Saturday.

Proofreading

EATING OUT WITH REGGIE

Anita's Diner serve an excellent Sunday

breakfast. Anita's bakers bakes wonderful whole-grain bread. The friendly waitpersons brings to your table all the bread you can eat.

Anita even make her own blueberry jam.

Anita's nephew squeeze fresh oranges to make the juice. The food is so tasty that some people eats at the diner every day.

Proofreading Marks

- ¶ Indent
- ^ Add
- ~ Delete
- ≡ Capital letter
- / Small letter

(continued)



5 Spelling the Present Tense (continued from page 46)

Challenge



Suppose that you write reviews of plays for your school newspaper. You have seen the five new plays listed below. Write a short description of each play so that other students can decide which ones to see. In each description, use the verb in parentheses with a singular subject.

1. *Catch a Magic Star*

(catch) _____

2. *The Wish*

(wish) _____

3. *Try, Try Again*

(try) _____

4. *The Case of the Buzzing Bee*

(buzz) _____

5. *The Fix-It Kid*

(fix) _____

Writing Application: Instructions

EXPLAINING

Suppose that you are the stage manager for the school play. It has six actors. The director has asked you to write notes that explain what each actor does on-stage. Use forms of some verbs from the Word Box.

watch	cross	relax	try	push	catch	hurry	buzz
-------	-------	-------	-----	------	-------	-------	------

6 Spelling the Past Tense

dust + -ed = dusted bake + -ed = baked chop + -ed = chopped try + -ed = tried
 stay + -ed = stayed pile + -ed = piled beg + -ed = begged carry + -ed = carried

A Write the past tense of the verb in parentheses to complete each sentence.

1. We _____ at our old summer cottage yesterday. (arrive)
2. We _____ our bags into the cottage. (carry)
3. First, we _____ all of the windows. (open)
4. Then Dad and I _____ the floors. (mop)
5. Mom _____ wax on the furniture. (spray)
6. I _____ the furniture with a dry cloth. (rub)
7. We _____ back the curtains. (tie)

B 8–15. This letter has eight misspelled past tense verb forms. Use proofreading marks to correct the past tense verbs.

Example: We ^{divided} divide up the cleaning jobs.

Proofreading

Dear Jonas,

Last night, I dreammed about my cat Humbert. He diped his tail in a bucket of soap suds. He moppd the kitchen floor. Then he hurryd to the yard. He poured water on the rose bushes. He chopped down a tree and carryed it away on his back!

Then I woke up. I rememberied that I helped clean the kitchen yesterday. I saw Humbert on my bedroom floor. He just smiled in his sleep.

Yours truly,

Althea

Proofreading Marks

- ¶ Indent
- ^ Add
- ~ Delete
- ≡ Capital letter
- / Small letter

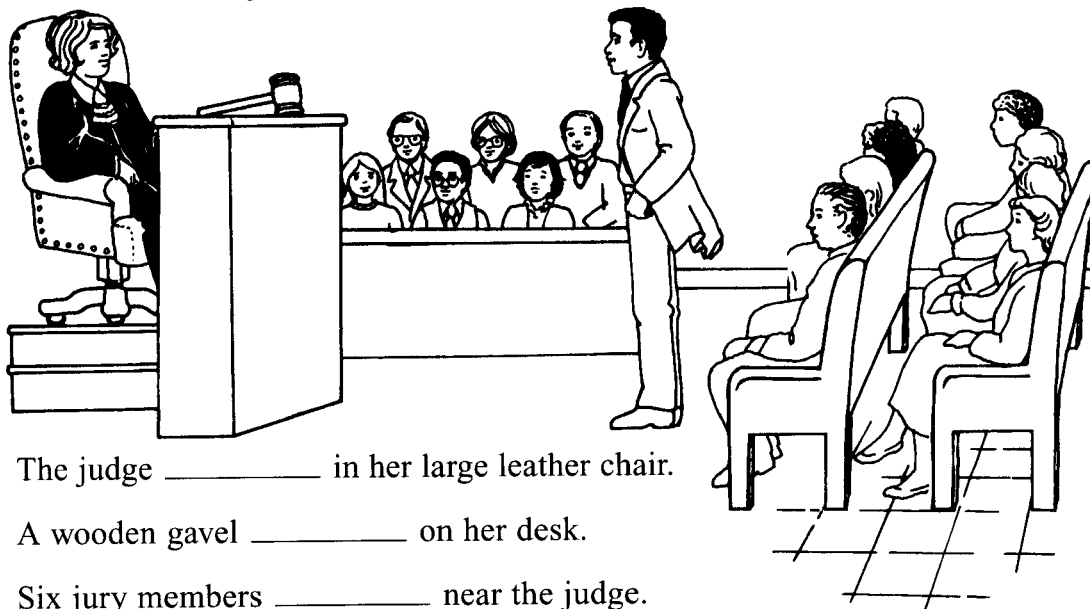
(continued)



9 The Special Verb *be* (continued from page 54)

Challenge

Suppose that you are in a courtroom. Use the verb *is* or *are* to complete the sentences describing the picture below.



1. The judge _____ in her large leather chair.
2. A wooden gavel _____ on her desk.
3. Six jury members _____ near the judge.
4. They _____ quiet but alert.

Now suppose that you are back in your classroom. You have seen the judge solve "The Case of the Missing Wig." Tell your classmates and teacher what happened. Use a past tense form of the verb *be* in each sentence.

5. _____
6. _____
7. _____
8. _____

Writing Application: An Opinion _____

EXPRESSING

You are a judge. Someone has invented a new toy. Mr. Glurg says that he invented it. Miss Plish says that she invented it. You must decide who the inventor really is. Write six sentences that give your opinion on this important case. Use a form of the verb *be* in each sentence.

10 Contractions with *not*

Two Words	Contraction
We do not have rules.	We don't have rules.
It is not easy to make them.	It isn't easy to make them.
Fred will not help.	Fred won't help.

A Write a contraction for the word or words in parentheses.

1. My old club _____ made any rules. (**had not**)
2. Our new club _____ made rules either. (**has not**)
3. I _____ like the club meetings. (**do not**)
4. The members _____ listening to each other. (**are not**)
5. Several members _____ even at the last meeting. (**were not**)
6. We _____ get anything done. (**cannot**)
7. We _____ agreed to anyone's ideas. (**have not**)
8. Club members _____ have to guess the rules. (**should not**)

B Underline the contraction in each sentence. Write the word or words that make up each contraction.

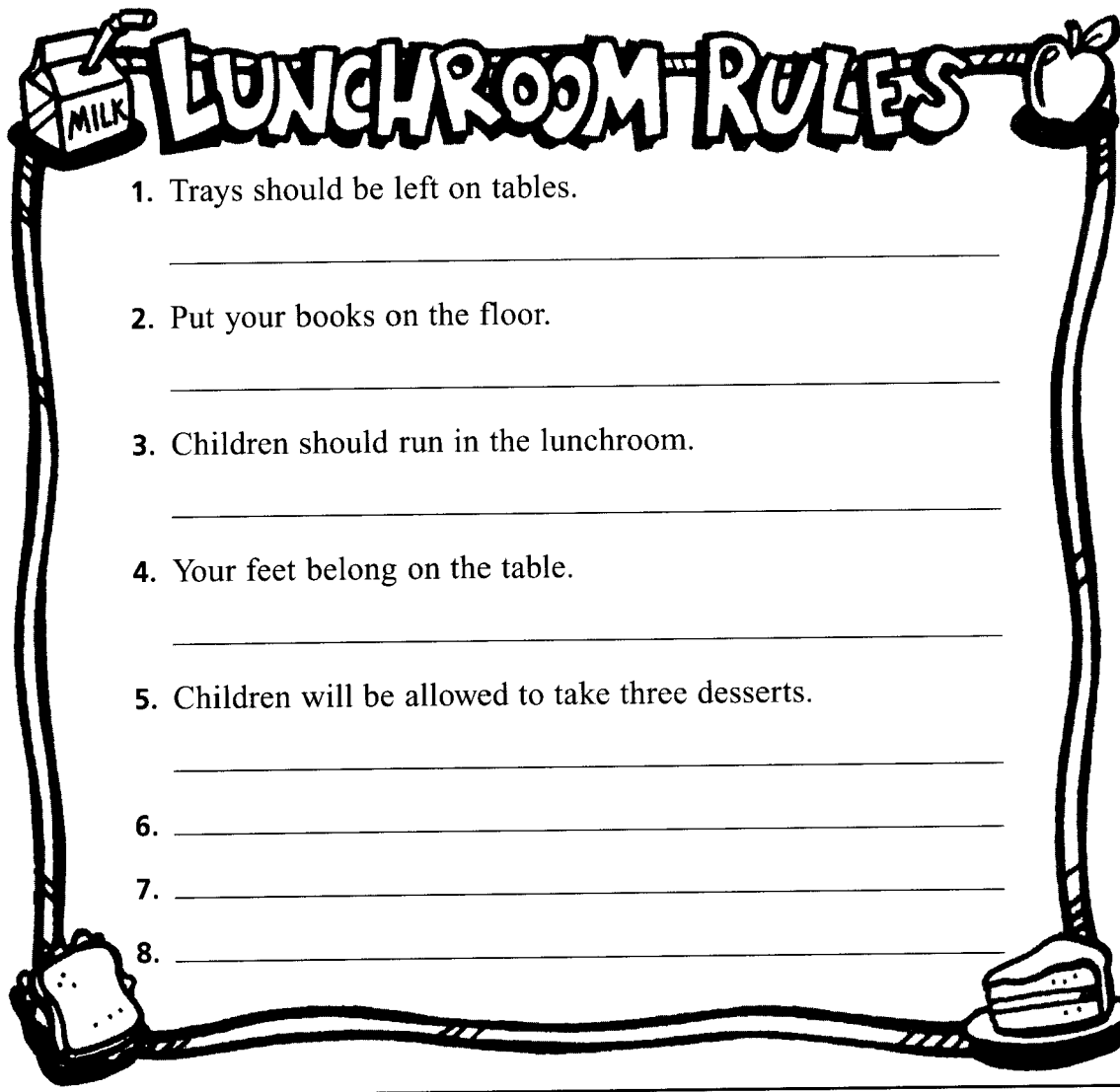
9. You wouldn't like this club. _____
10. Wally and Inga won't join the club. _____
11. They didn't enjoy the first meeting. _____
12. Wally couldn't say his ideas. _____
13. People weren't listening to him. _____
14. Wasn't that a rude way to act? _____
15. Doesn't anyone else want some rules? _____
16. It isn't so hard to make them. _____
17. Why shouldn't it work? _____
18. People don't like too many rules. _____

(continued)



10 Contractions with *not* (continued from page 56)**Challenge**

Clever Cleaver posted the following rules in the lunchroom. Cleaver's rules don't make sense. Rewrite each rule, using a contraction with *not*. Then write three more lunchroom rules. Use a contraction with *not* in each rule.



LUNCHROOM RULES

1. Trays should be left on tables.

2. Put your books on the floor.

3. Children should run in the lunchroom.

4. Your feet belong on the table.

5. Children will be allowed to take three desserts.

6. _____
7. _____
8. _____

Writing Application: Rules _____**EXPLAINING**

You and some friends have formed the Bicycle Safety Club. Make up five bicycle safety rules that club members should follow. Use a contraction with *not* in each rule.

Using Exact Verbs

~~had~~
^{owned}
^

The woman and her son ~~had~~ only a poor shack and a horse.

1–10. Replace each underlined verb in this story with a more exact one from each pair of words in the box. Be sure the exact verb fits the meaning of the sentence. Cross out the weak verb and write the exact verb over it.

left	returned	demanded	commented
cracked	broke	kicked	poked
strolled	galloped	nurse	teach
exclaimed	sighed	marched	bicycled
earn	grab	won	carried

Revising

A poor young man named Pavel rode his only horse to work every morning and came home with supper every night. One day the horse got loose and ran away, and the villagers cried, “What bad luck!”

“Maybe it’s good. Maybe it’s bad,” stated Pavel. “Who knows?”

The next day, Pavel’s horse came into his yard with four wild horses chasing it, and the villagers said, “What good luck! The horses will help you get money.”

“Maybe it’s good. Maybe it’s bad,” said Pavel. “Who knows?”

The next day, one wild horse hit Pavel and broke his leg, and the villagers cried, “What bad luck! Now your mother must help you.”

The next day, soldiers came into the village and took every healthy man off to meet the king, but they did not take Pavel. Was it good luck or bad luck?



huge, trumpeting

center

The circus elephants marched into the ring.

Revising

We went to the circus last night. I laughed when the clown stumbled. He pretended he could not get up. In the middle ring, acrobats rode a bicycle. The tightrope walker was high overhead. She held an umbrella for balance. Next, the ringmaster blew a whistle. Horses raced into the ring. Each horse carried a rider. The riders did tricks while the horses galloped.

Then circus workers put up a safety net. High above, the trapeze artists performed. The most exciting act was next. A daredevil was shot out of a cannon. The circus ended with a parade. What a great time we had!

Your nephew,
Sam

(continued)

Writing with Adjectives *(continued from page 61)*

Not combined

We bought cotton candy at the circus.
The cotton candy was pink.

Combined

We bought pink cotton candy at the circus.

Combining Sentences 9–16. Rewrite this e-mail message, combining each pair of underlined sentences.

Revising
e-mail

To: Rena

From: Max

Subject: The Circus

I rode a camel at the circus. The camel was tan. Its legs were long. Its legs were skinny. To get on the camel, I climbed a ladder. The ladder was tall. Then I stepped onto the camel's back. I rode in a saddle. The saddle was leather. A blanket covered the saddle. The blanket was wool.

The camel's name was Whitney. Whitney had big eyes. Her eyes were brown. I rode Whitney around a ring. The ring was small. The ride was bumpy. The ride was fun.



2 Adjectives After *be*

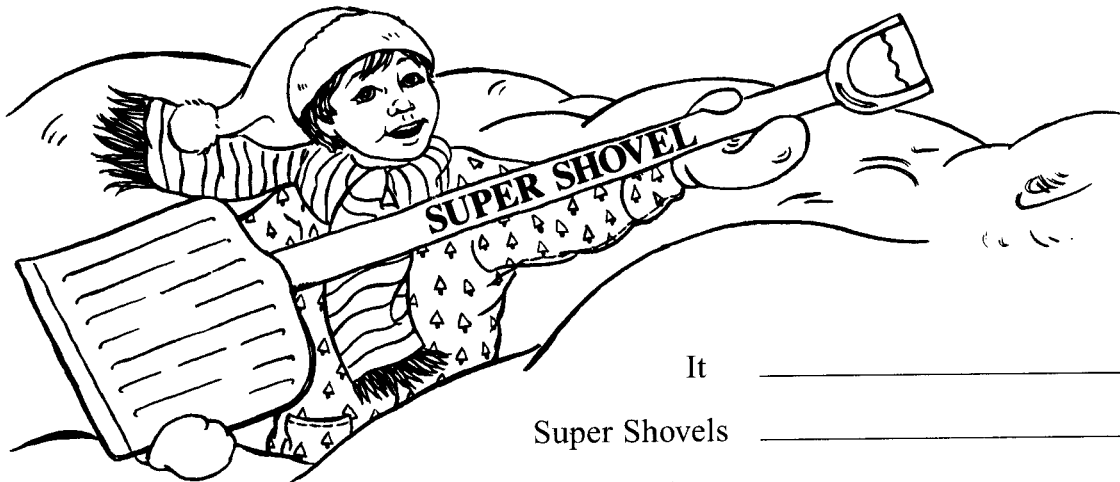


Write each adjective and the word that it describes.

1. Finally, the sky was clear. _____
2. The winds are cold on our faces. _____
3. I am chilly. _____
4. The snow is fluffy like cotton. _____
5. It is deep everywhere. _____
6. Plows were busy on our street. _____
7. They are noisy. _____
8. Snowstorms are exciting! _____

Challenge

You have invented a wonderful new snow shovel called the Super Shovel. Complete this advertisement for the Super Shovel. Use an adjective in each sentence. The adjective must follow a form of the verb *be*.

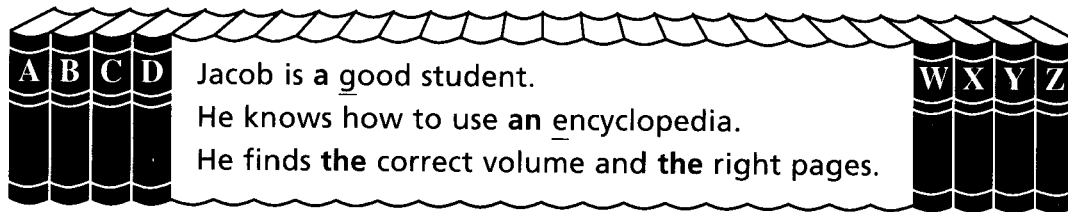


It _____.

Super Shovels _____.

They _____.

3 Using *a*, *an*, and *the*



Jacob is a good student.

He knows how to use an encyclopedia.

He finds the correct volume and the right pages.

Write the correct article in parentheses to complete each sentence.

1. Jacob is writing _____ report. (**a, an**)
2. It is about _____ famous inventor. (**a, an**)
3. Elisha Otis invented _____ elevator. (**a, the**)
4. In Otis's day, _____ building could not be very tall. (**a, an**)
5. Walking up _____ stairs was tiring. (**a, the**)
6. _____ elevator changed all that. (**A, The**)
7. Jacob used _____ encyclopedia for his report. (**a, an**)
8. He took out _____ volume marked *O*. (**an, the**)
9. Jacob found _____ article about Otis. (**a, an**)
10. He also looked for information about _____ elevator. (**a, the**)
11. Jacob made notes on _____ piece of paper. (**a, an**)

Challenge

The elevator is an invention that moves people from one place to another. Think of other inventions that move people from place to place. Write the names of two real inventions and two imaginary inventions below.

REAL INVENTIONS

1. _____
2. _____

IMAGINARY INVENTIONS

3. _____
4. _____

Choose one of these inventions. On another piece of paper, draw a picture of the invention. Then describe it, using the articles *a*, *an*, and *the*.



4 Making Comparisons

Adjective	Comparing Two	Comparing Three or More
old	older	oldest
large	larger	largest
big	bigger	biggest
lazy	lazier	laziest

A Write the correct form of the adjective in parentheses to complete each sentence.

1. Collecting stamps is the _____ way of all to learn about them. (easy)
2. The _____ stamp ever used on mail was made in 1840. (old)
3. The _____ of all postage stamps sold for one cent. (early)
4. Mounting stamps with a tool is _____ than using your fingers. (wise)
5. The tool with the _____ point of all works best. (thin)

B 6–10. This part of an article on stamp collecting has five incorrect forms of adjectives with -er and -est. Use proofreading marks to correct the adjectives.

Example: The ^{poorest}~~poorer~~ stamp of all is one that is torn.

Proofreading

The rarer stamp in the world is known as the 1856 one-cent British Guiana magenta. It does not look very special. It is tiny than many other stamps. Other rare stamps are also pretty and bright than the one-cent magenta. It is not the older one, either. Still, it was sold for almost one million dollars because it is one of a kind. That makes the one-cent magenta truly the rarest stamp of all.

Proofreading Marks

- ¶ Indent
- ^ Add
- ~ Delete
- ≡ Capital letter
- / Small letter

(continued)

Grade 4: Unit 4 Adjectives (Use with pupil book pages 142–143.)

Skill: Students will form and will use the comparative and the superlative forms of adjectives.

WORKBOOK PLUS

65

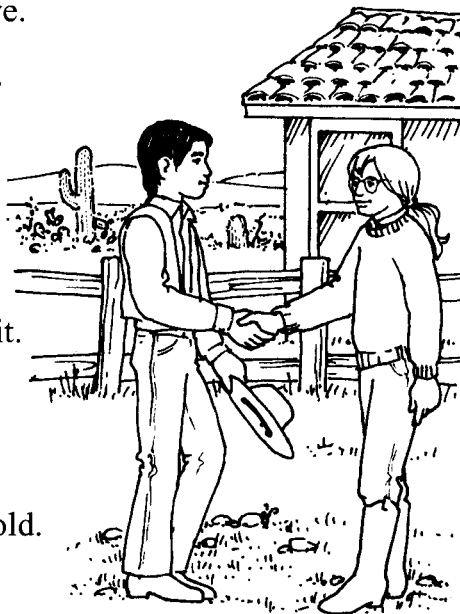
4 Making Comparisons (continued from page 65)

Challenge

Add *-er* or *-est* to an adjective from the Word Box to complete each sentence. The sentences are clues about a mystery word.

<u>r</u> ich	pretty	<u>s</u> unny	bright	old
<u>f</u> ast	<u>e</u> asy	<u>l</u> ittle	<u>h</u> igh	<u>n</u> ear

1. It's the _____ thing of all to give.
2. It's the _____ of all sunny days.
3. It is _____ than lightning.
4. It's the _____ gift of all.
5. It is _____ than the moon.
6. The _____ child of all can give it.
7. It's _____ than you think.
8. It's the _____ thing around.
9. It's _____ of all when it's very old.
10. It's _____ than a shining light.



Now unscramble the underlined letters in the Word Box to discover the mystery word.

Writing Application: A Description

**COMPARING AND
CONTRASTING**

You have been chosen to design three new stamps for the United States. Write six sentences that describe and compare your stamps. Use adjectives with *-er* and *-est* in at least four of your sentences.

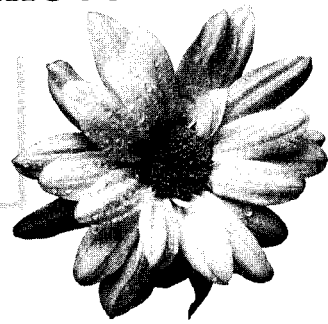


5 Comparing with *more* and *most*

Daisies are **plentiful** flowers.

Violets are **more plentiful** than day lilies.

Are dandelions the **most plentiful** flowers of all?



A Write the correct form of the adjective in parentheses to complete each sentence.

1. Are wildflowers the _____ of all plants? (**interesting**)
2. Seeing flowers is _____ than reading about them. (**pleasant**)
3. Certain flowers are _____ than others. (**numerous**)
4. Dandelions are _____ in spring than in fall. (**plentiful**)
5. I think the rose is the _____ flower of all. (**beautiful**)

B 6–10. This part of an interview has five missing or incorrect uses of the words *more* and *most*. Use proofreading marks to correct the interview.

Example: Some flower names sound ^{more}~~most~~ scientific than others.

Proofreading

Reporter: What is the popularest occasion to send flowers?

Florist: Well, it's pretty close, but I think Valentine's

Day is more busier than Mother's Day.

R: What is your more favorite flower of all?

F: I think the white peonies in my garden are most precious than the other flowers.

R: What is the most difficult part of your job?

F: The most hardest thing is to keep flowers fresh.

Proofreading Marks

- ¶ Indent
- ^ Add
- ~ Delete
- ≡ Capital letter
- / Small letter

(continued)

5 Comparing with *more* and *most* (continued from page 67)

Challenge

Write a sentence to describe each of the imaginary flowers below. Use adjectives with *more* or *most* in each description.



whisker rose

1. _____



gloomy-gus willow bud

3. _____



freckle-face primrose

2. _____



sweet-and-sour lily

4. _____

On another piece of paper, draw two imaginary flowers. Give each flower a name. Then write a sentence, describing each flower. Use adjectives with *more* and *most* in your descriptions.

Writing Application: A Post Card

DESCRIBING

You are on a safari in a tropical jungle. Unusual flowers bloom all over the jungle. Write a post card to a relative, telling about the flowers that you have seen. In each sentence, use adjectives with *more* or *most*.



6 Comparing with *good* and *bad*

Cindy is a **good** driver.

Kay is a **better** driver than Cindy.

Shula is the **best** driver I know.

That road is **bad**.

This road is **worse** than that road.

Our road is the **worst** of all.

A Write each sentence correctly. Use the correct form of the adjective in parentheses.

1. Taking lessons is the ____ way of all to learn to drive. (**good**)

2. Learning from a teacher is ____ than learning on your own. (**good**)

3. A nervous person makes a ____ teacher than a calm one. (**bad**)

4. Teaching yourself is the ____ way of all to learn to drive. (**bad**)

B 5–10. Use proofreading marks to correct six incorrect forms of the adjectives *good* and *bad* in the e-mail message below.

Example: The ^{worst}~~worse~~ mistake of all is drinking alcohol and driving.

Proofreading

e-mail

Proofreading Marks

I helped my sister study for her driving exam. Here are my most good tips:

- It is best to go the speed limit than to go more slowly.
- The roads are more bad when it snows than when it rains.
- Wet roads are worse, but icy roads are worst of all for driving.
- Air bags are good for safety, but seat belts are the most best.
- Even slow driving is gooder than careless driving.

¶	Indent
^	Add
~	Delete
≡	Capital letter
/	Small letter

(continued)

Grade 4: Unit 4 Adjectives (Use with pupil book pages 146–147.)

Skill: Students will use the comparative and the superlative forms of *good* and *bad*.

WORKBOOK PLUS

6 Comparing with *good* and *bad* (continued from page 69)

Challenge



You are a car dealer, and you are trying to sell the cars shown below. Tell your customers about each car by comparing them. Complete each sentence, using a form of the adjective *good* or *bad*.



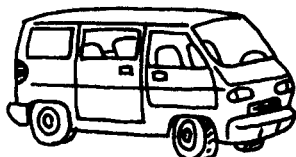
1. The four-door model is _____.

2. The two-door model is _____.



3. The sports car is _____.

4. The racer is _____.



5. The yellow van is _____.

Design your own car of the future. On another piece of paper, draw a picture of your car. Then write five sentences, explaining why your car will be better than cars of today. Use a form of *good* or *bad* in each sentence you write.

6. _____

7. _____

8. _____

9. _____

10. _____

Writing Application: A Story _____

NARRATING

Finish this story. Use forms of the adjectives *good* and *bad* in your sentences.

Yesterday started out like any other day. The bus stopped at the corner, and I got on. That turned out to be the worst bus ride I ever had! This is what happened. . . .



Using Exact Adjectives

crimson **glistening**
I like the nice sunsets and the shiny ocean at Fort Pierce, Florida.

1–10. Replace each underlined adjective in this part of a story with a more exact adjective from each pair of words in the box. Be sure the exact adjective fits the meaning of the sentence. Cross out the weak adjective and write the exact adjective above it.

sunlit	dreary	firm	determined
fat	vast	banging	thunderous
twinkling	dull	ordinary	salty
short	tiny	parched	wet
foaming	soapy	perfect	large

Revising

The pearl fisher squints at the bright surface of the ocean. He thinks the ocean looks like a big tub of shiny stars. He imagines that the ocean is teasing him with thousands of small winks. He can almost hear the white waves shouting, “Go home!” The strong pearl fisher ignores the ocean’s loud warning.

He licks the strange taste of the waves off his dry lips. He knows that today he will find that great black pearl.



1 Correct Sentences

Run-on	Movies are fun to watch do you like them too?
Correct	Movies are fun to watch. Do you like them too?
Statement	Movies are fun to watch.
Question	Have you ever seen one being made?
Command	Tell me about it, please.
Exclamation	What a wonderful experience that must be!

Write these sentences correctly. Add capital letters and end marks.
Write each run-on sentence as two sentences.

1. do you like old movies

2. some old movies were made without sound how funny the actors look

3. my favorite movie star of silent films is Mary Pickford

4. did directors of old movies use more than one camera

5. how strange movies would be without modern equipment

6. please describe the movie camera tell how it was invented

7. do you know about special effects explain them to me, please

8. computers can create unusual pictures have you seen any

(continued)

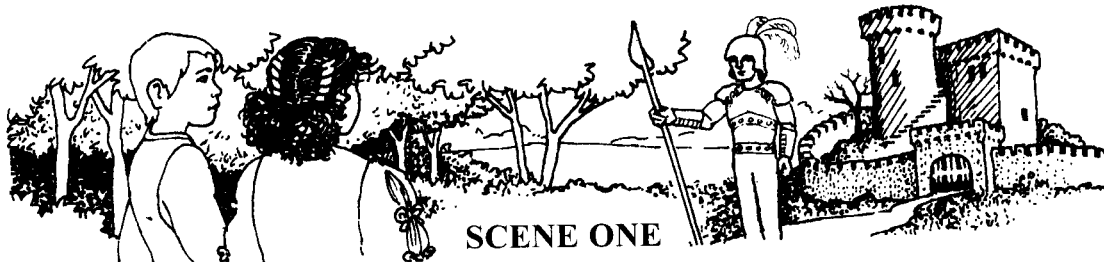


1 Correct Sentences (continued from page 72)

Challenge



In a movie script, the characters' words are written in sentences called lines. Look at each movie scene below. Write the lines for each character. The word in parentheses tells what kind of sentence to write.

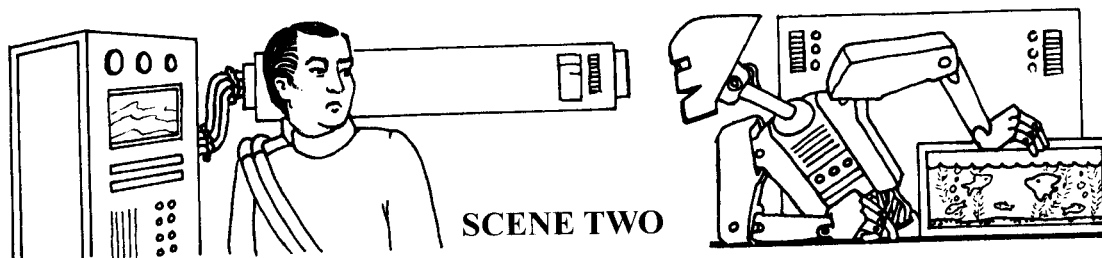


Guard: *(Command)* _____

Boy: *(Question)* _____

Guard: *(Statement)* _____

Girl: *(Exclamation)* _____



Man: *(Question)* _____

Robot: *(Command)* _____

Man: *(Exclamation)* _____

Robot: *(Statement)* _____

Writing Application: A Review

DESCRIBING

Think of one of your favorite movies. Decide why you like it so much. Write six sentences to describe the best parts of this movie. Include a statement, a question, a command, and an exclamation. Be sure to use capital letters and end marks correctly.

Writing Good Sentences

One type of sentence

I like to look at the stars. I always look for the North Star. Once I saw a shooting star. I thought it was beautiful.

Different types of sentences

Have you ever noticed how many brilliant stars you can see? Look for the North Star. Once I saw a shooting star. It was so beautiful!

Writing Different Types of Sentences 1–6. Rewrite this science article. Change each underlined statement to a question, a command, or an exclamation. The word in parentheses will tell you which kind of sentence to write.

Revising

When the sun goes down, the night lights come up. This is a beautiful sight to see. (exclamation)
First, you might spend some time looking at the moon. (command)
Moonlight is sunlight reflected off the moon. Then you can move on to the twinkling lights in the sky.

(command) The twinkling lights are stars. Some of the stars we see are more than 2.5 million light-years away. (exclamation) You may notice pinpoints of light that do not twinkle. (question) They are planets. The night sky is so beautiful. (question)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

(continued)



Writing Good Sentences (continued from page 74)

Two sentences

We have studied comets. We know a lot about them.

Compound sentence

We have studied comets, **and** we know a lot about them.

Compound predicate

We have studied comets **and** know a lot about them.

Combining Sentences 7–12. Rewrite each underlined pair of sentences in this script. First, combine the two sentences to form a compound sentence. Then combine them to form a sentence with a compound predicate.

Revising

Professor
Starr



I know all about comets. I can tell you about them.
Comets appear suddenly in the sky. They are rock-and-ice balls. They have a tail of gas and dust. Reflected sunlight makes the tail of the comet glow.

Professor
Knight



Well, do you know what a meteor is? It is a rock from space. It enters Earth's atmosphere at high speed. Most meteors burn up when they hit the atmosphere. Some crash into the ground.

7. Compound Sentence: _____

8. Compound Predicate: _____

9. Compound Sentence: _____

10. Compound Predicate: _____

11. Compound Sentence: _____

12. Compound Predicate: _____

2 Capitalizing Names of People and Pets

People and pets

David Mazur has a bird named Bert.

Titles and initials

R. U. Shure voted for Mayor Rita Day.

Family titles

Uncle Milt and my grandfather are here.



Write these sentences correctly. Add capital letters where they are needed.

1. Pets like my dog folger can help people in many ways.

2. My neighbor sara enos lives alone.

3. Her cat, liza, keeps her from feeling lonely.

4. Even dr. a. j. sills says that pets can help people's health.

5. His cat, pootzer, helps keep him calm.

6. Some blind people, like mrs. gina l. petri, have guide dogs.

7. Monkeys are trained by ms. carole wu to help deaf people.

8. Today aunt paula told me about a special law for older people.

9. The law was suggested by senator w. proxmire.

10. It would allow my grandpa to keep his dog, bo, in his apartment.

(continued)



2 Capitalizing Names of People and Pets (continued from page 76)

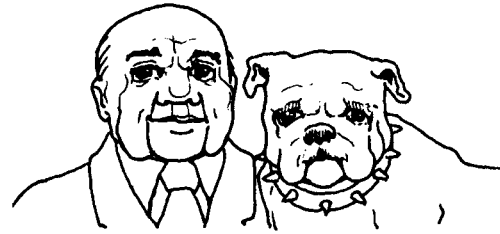
Challenge



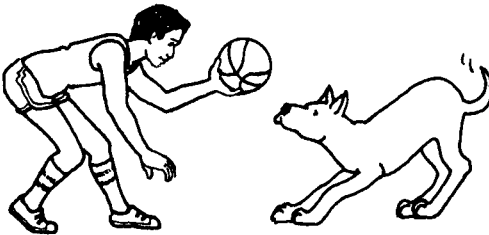
Some people say that dog owners and their dogs look alike. Look at the pictures of these dogs and their owners. Then write a name for each pet owner and pet. The first one has been done for you.



1. Miss Patty Paris
Frenchy



3. _____



2. _____



4. _____

Now choose one pet and owner and write three sentences to describe them. Capitalize names correctly in your sentences.

5. _____
6. _____
7. _____

Writing Application: A Report _____

EXPLAINING

Suppose that you are an animal doctor. Today six people brought their pets to you. Write a sentence about each pet owner and what you did to help his or her pet. Use the name of a person and a pet in each sentence.



3 Names of Places and Things

Is the Fourth of July the first Monday in July?
 We drove from Toledo, Ohio, to the Pocono Mountains.
 The Bourse Building and Peace Park are on Ridge Road.
 The Glee Club flew across the Atlantic Ocean to France.

A Write these sentences correctly. Add capital letters where they are needed.

1. Tim Farad spent the months of march and april in new zealand.

2. He visited the city of auckland near hauraki gulf one wednesday.

3. He also visited mount cook and fiordland national park.

4. He heard the new zealand symphony orchestra play last friday.

B 5–14. This post card has ten missing capital letters in names of places and things. Use proofreading marks to correct the errors.

Example: Tim enjoyed visiting the national library of new zealand.

Proofreading

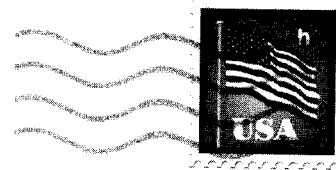
Dear Aunt Rosa,

Greetings from across the Pacific ocean!

I love new zealand! Last sunday I went to a concert
 in the capital city of Wellington. Tomorrow is anzac
 day. In may I will fly back to california and our home on
 sandy road. See you soon!

Love,

Tim



Proofreading Marks

- ¶ Indent
- ^ Add
- ~ Delete
- ≡ Capital letter
- / Small letter

(continued)



3 Names of Places and Things *(continued from page 78)*

Challenge



Complete this letter, using real or made-up names. Your letter can be serious or funny. Sign your name at the bottom. Be sure to use capital letters where they are needed.

Dear _____
(friend's name)

_____ (date)

Hi! I'm spending the months of _____ and
_____ in the state of _____. We are near
a lake. It is named _____, but it should be named
_____ because _____.

My brother and I climbed a mountain. We would like to change the mountain's
name from _____ to _____ because
_____.

On the holiday of _____, we will visit a big building called
the _____. It looks like _____.



Your friend,

(your name)



Writing Application: A Letter

DESCRIBING

You have a pen pal in New Zealand. Write a letter to your friend, describing the place where you live. Mention interesting places such as rivers, mountains, lakes, buildings, and parks. Be sure to write the day and the month at the top of your letter.

4 Abbreviations

Titles	Doctor	Dr.	Senior	Sr.
Addresses	Road	Rd.	Company	Co.
Months	March	Mar.	November	Nov.
Days	Tuesday	Tues.	Saturday	Sat.
States	Alabama	AL	Wisconsin	WI

A Write these groups of words, using correct abbreviations.

1. Wednesday, October 11
2. Mister Roberto Perez Junior
3. a married woman named Eva Dansk
4. 24 Ashley Road, Augusta, Maine
5. Post Office Box 101
6. Fuzzy Top Hat Company
7. Saturday, February 28

B Write each address. Use an abbreviation for each underlined word.

8. Mister Marcel Field Senior
100 Viola Avenue
Haddonfield, New Jersey 08033
9. Arno Book Company
Cross Bay Boulevard
Brooklyn, New York 11214
10. Doctor Sue Belsky
15 Kerwood Drive
Wayne, Pennsylvania 19087

(continued)



4 Abbreviations (continued from page 80)

Challenge



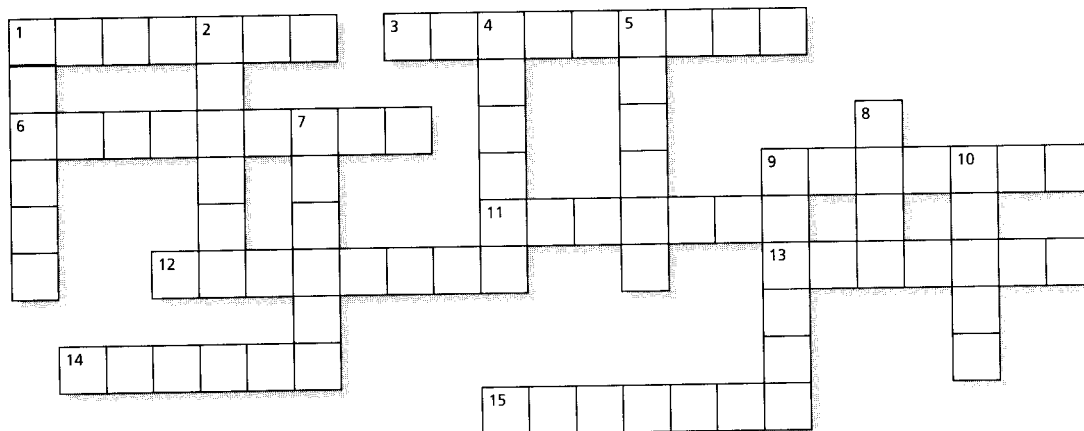
Complete the crossword puzzle below. First, find the abbreviation in each clue. Then write the word or words that the abbreviation stands for.

ACROSS

1. Jan. 6, 1987
3. Wed. afternoon
6. Belmar, NJ 07719
9. Sanderson, FL 32087
11. Oct. 22, 1980
12. Dec. 15, 1971
13. Gary, IN 46401
14. Aug. 2, 1989
15. Kiddie Kite Co.

DOWN

1. Robert Top Jr.
2. 212 Gribble Ave.
4. Dr. Yolanda Korbit
5. Jeffrey Giomo Sr.
7. 79-A Fern St.
8. Rebel Rd.
9. Fri., May 14
10. Twin Falls, ID 83301



Writing Application: An Invitation

INFORMING

Write an invitation for a party you are giving. Include the month, the day, and the time of the party. Write the address of the place where it will be held. Then write the names and the addresses of three people you want to invite. Use correct abbreviations.



5 Commas in a Series

Bicycling is good for exercise, fun, and transportation.
A new rider learns to pedal, turn, and stop a bike.

A Write these sentences correctly. Add commas where they are needed.

1. Many adults teens and children love bicycling.

2. Riders should respect learn and obey safety rules.

3. Find out the bicycle rules for your town county and state.

4. Always oil tighten and inspect the parts of your bike.

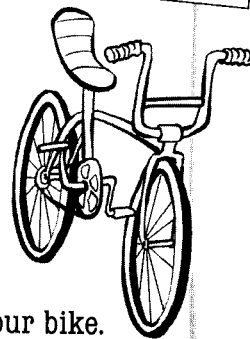
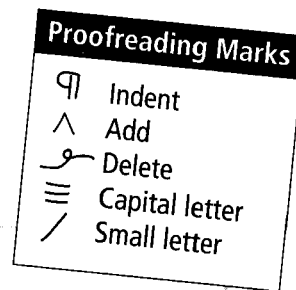
B 5–12. Use proofreading marks to correct eight missing or incorrectly used commas in this list of safety rules.

Example: Some racing cars have special gears,tires,
and brakes.

Proofreading

BIKE SAFETY RULES

- Check your bike's tires seat and chain before you ride.
- Clean adjust and repair, your bike often.
- Always use a horn light and reflectors after dusk.
- Avoid carrying packages, passengers, and animals, on your bike.
- Wear a helmet and signal when you ride your bike on public roads.



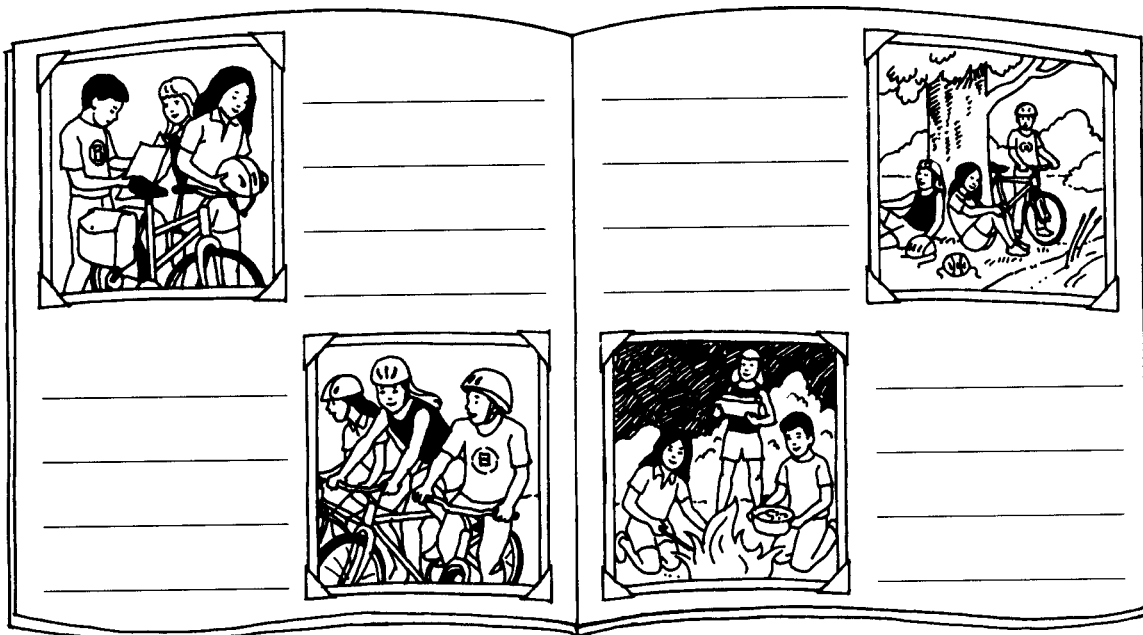
(continued)



5 Commas in a Series (continued from page 82)

Challenge

During the summer, you went on a bicycle trip with the Bicycle Buzzards Club. Here are four pictures you took on your trip. Beside each picture, write three words that tell about the picture.



Now tell what is happening in each picture in your photo album. Write sentences that use the groups of words you wrote above. Each sentence should have a series.

1. _____
2. _____
3. _____
4. _____

Writing Application: Biographical Nonfiction

EXPLAINING

Think of a new skill that you have learned, such as fishing, sewing, or playing an instrument. Write six sentences about how you learned this skill. Use a series of three words in each sentence.

Writing Good Sentences

Choppy sentences

Deer live in fields. Deer live in meadows. Deer live in woods.

Combined sentence

Deer live in fields, meadows, and woods.

Combining Sentences to Make a Series 1–5. Rewrite each underlined set of sentences in this report as one new sentence.

Revising

Bison belong to the same family as sheep. They belong to the same family as goats. Bison belong to the same family as cattle. Bison are also called buffalo. They have large heads and a hump between their shoulders. Bison's heads are covered by long, shaggy fur. Their necks are covered by long, shaggy fur. Their shoulders are covered by long, shaggy fur. Bison eat grass. Bison eat twigs. Bison eat leaves.

In the past, Native Americans hunted bison. They used every part of the animal. They used the bison's hide. They used the bison's meat. They used the bison's bones.

Today, bison are bred in zoos and on ranches. Then they are released into parks and refuges. Buffalo roam in parks in Wyoming. They roam in parks in Montana. They roam in parks in Canada.

1. _____
2. _____
3. _____
4. _____
5. _____

(continued)



Writing Good Sentences (continued from page 84)

Choppy sentences

Bluestem bunchgrass grows on the plains. Thin needlegrass grows on the plains. Tough wire grass grows on the plains.

Combined sentence

Bluestem bunchgrass, thin needlegrass, and tough wire grass grow on the plains.

Combining Sentences to Make a Series 6–10. Rewrite each set of underlined sentences in this video script as one sentence.

Revising

NARRATOR: The bison's habitat is the grassland of the Great Plains, but bison are not the only animals on the grasslands. Pronghorn antelope live there. Prairie dogs live there. Several kinds of rabbit live there too. Don't let the name "grassland" fool you. There are other plants besides grasses. Berry bushes grow in bison country. Small aspen trees grow in bison country. Wild roses grow in bison country. Many species of birds also live on the plains. There are prairie falcons. There are American kestrels. There are two kinds of owl. People have settled there too. Spanish colonists have lived there. Native Americans have lived there. Other settlers have lived there. Nowadays, residents of the Great Plains make a living from grain farming. They make a living from cattle ranching. They make a living from mineral products.

6. _____

7. _____

8. _____

9. _____

10. _____

6 More Uses for Commas

Yes, science is interesting.

Chen, name a great scientist.

Well, I like the experiments.

Was Madame Curie a scientist, Julia?

A Write each sentence correctly. Add commas where they are needed.

1. Chen what do you know about scientists of long ago?

2. Well some early Greeks were good scientists.

3. Did the Greeks also invent the compass Julia?

4. No a Chinese scientist invented that.

B 5–10. This interview has six missing commas. Use proofreading marks to correct the interview.

Example: Mr. Lopez: It's good to talk with you, Julia.

Proofreading

Mr. Lopez: Can you tell me Julia who invented a
way to lift water?

Julia: It was another Greek scientist Mr. Lopez.

Mr. Lopez: Yes, and why was that a helpful invention Julia?

Julia: Well, it helped farmers water their crops.

Mr. Lopez: Julia wasn't it a Chinese scientist who discovered
laws about levers and pulleys?

Julia: No actually it was the same Greek scientist.

Proofreading Marks

- ¶ Indent
- ^ Add
- ~ Delete
- ≡ Capital letter
- / Small letter

(continued)



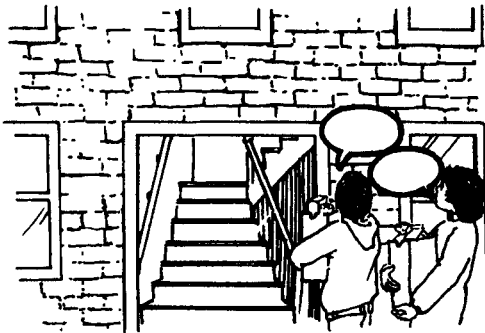
6 More Uses for Commas (continued from page 86)

Challenge



Ana and Eric have a problem. Mrs. Blake helps them solve their problem. Complete the sentences below to tell what Ana, Eric, and Mrs. Blake are saying.

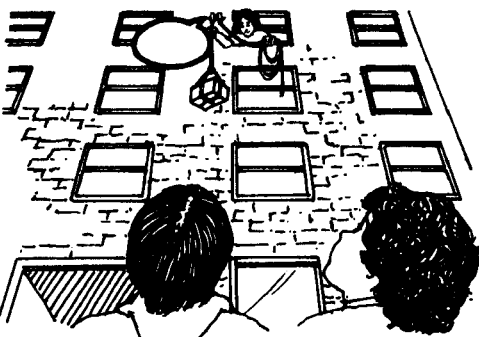
1.



Eric _____

Well _____

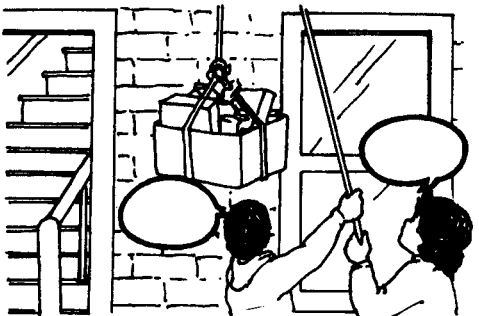
2.



Ana _____

No _____

3.



Mrs. Blake _____

Yes _____

Writing Application: An Interview

INFORMING

You are the host of a TV talk show. You are interviewing two scientists who have made an important discovery. Write the questions you ask the scientists and the answers that they give you. Begin each sentence with *yes*, *no*, *well*, or a scientist's name.



7 Quotation Marks



"Do you know anything about bears?"

asked Meg.

Leah said that bears were her favorite animals at the zoo.

Write these sentences correctly, adding quotation marks where they are needed.
Write *correct* for each sentence that does not need quotation marks.

1. I know some interesting facts about polar bears, Leah said.

2. Meg asked Leah which bears are the best hunters.

3. Polar bears are the best hunters and swimmers, Leah answered.

4. She added, Webbed front feet help them paddle in water.

5. Polar bears are so beautiful! exclaimed Meg.

6. Meg asked, How do polar bears stay warm in a cold climate?

7. Leah replied, They have a thick layer of fat under their skin.

8. Leah added that each hair in a polar bear's coat is hollow.

9. The hollow hairs help the bear stay warm, said Leah.

10. Meg exclaimed, What an interesting fact that is!

(continued)



7 Quotation Marks (continued from page 88)

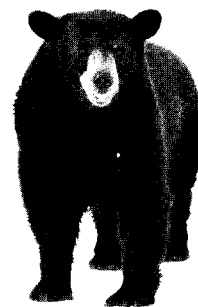
Challenge



You are a scientist studying American black bears. Each day you watch the bears in the woods. At night you write notes about what you have seen, and you discuss what you have learned with other scientists. Here is a list of facts you have discovered about black bears.

BEAR FACTS

1. Black bears usually weigh up to three hundred pounds and are about five feet long.
2. Black bears climb trees when they are in danger.
3. They hardly ever leave the forest.
4. Black bears spend the winter in a den.
5. A cave or a hole in a fallen tree serves as a den.
6. Bear cubs are born in the den during the winter.



Now finish this conversation between you and the other scientists. Include some of the facts from your list.

Dr. B. Ware said, _____.

_____? asked Ms. Furr.

Mr. Griz Lee replied, _____.

I asked, _____?

_____, Ms. Furr answered.

Dr. B. Ware exclaimed, _____!

_____, said Mr. Griz Lee.

I added, _____.

Writing Application: A Story

NARRATING

Write six sentences with quotations to finish this story: Bruno and Matilda were brown bears. One day they walked and walked. Suddenly they stepped out of the woods and into the parking lot of a giant mall. Bruno exclaimed, . . .



8 Quotations

Statement	"I have gone up in a balloon," Faith said.
Question	Dom asked, "What is it like to go up in a balloon?"
Command	Pia said, "Tell us about it."
Exclamation	"I can't wait to hear!" Dom exclaimed.

A These sentences have quotations. Write each sentence correctly.

1. ballooning is such an adventure Faith exclaimed

2. tell me how the balloon works said Pia

3. Pia asked do people race balloons

4. Dom exclaimed I think balloon racing would be great

B 5–12. This part of a story based on a historical event has eight errors in punctuation and capitalization. Use proofreading marks to correct the story.

Proofreading

The True Story of Three Farm Animals

In 1783, two French brothers sent a duck,
a rooster, and a sheep up in a hot-air balloon

"Are we in a giant canopy bed? asked the sheep."

"What are those flames cried the duck.

"we're flying" cried the sheep.

The rooster said "we must be on a special mission from King
Louis XVI. We are teaching humans to fly."

Proofreading Marks

- ¶ Indent
- ^ Add
- ~ Delete
- ≡ Capital letter
- / Small letter

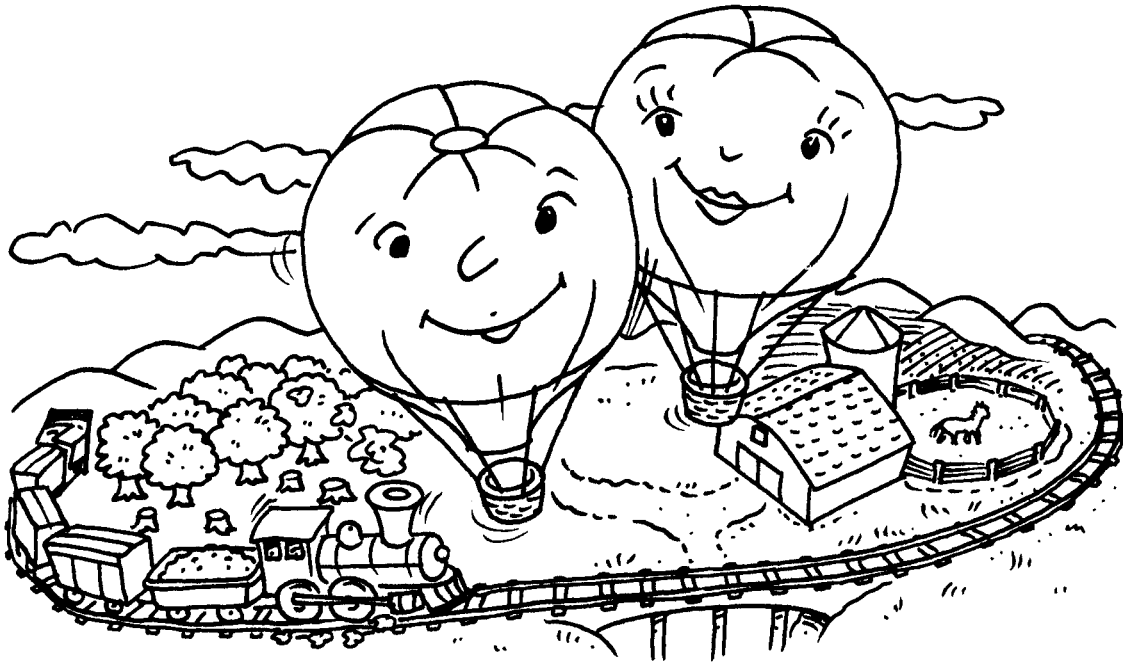
(continued)



8 Quotations (continued from page 90)

Challenge

Boris and Bertha are two hot-air balloons who have just escaped for an adventure of their own. Write a conversation between Boris and Bertha as they float across the countryside. Use a quotation in each sentence.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Writing Application: A Dialogue

NARRATING

You are riding in a balloon with a friend. You don't know exactly where you are. Write a conversation between you and your friend. Use a quotation in each sentence.

9 Titles

Book: Adam of the Road Magazine: Time Newspaper: The City Journal

A Each sentence has a title in it. Write each sentence correctly.

1. Did you see the headline in today's pennsylvania gazette?

2. Carol liked the book called the phantom tollbooth.

3. I loved the pictures in the magazine animal kingdom.

4. Grandma read the wind in the willows to me.

5. Her picture appeared in yesterday's greenville globe.

6. Was charlie and the great glass elevator a funny book?

B 7–12. These wish lists have six incorrect titles. Use proofreading marks to correct the titles.

Example: Daniel's favorite book is the three Musketeers.

Proofreading

My Reading Wish List

George's marvelous medicine

Julie of the wolves

subscription to Cricket

Mom's List

the philosophy of Immanuel Kant

365 Ways to Cook Chicken

Charles Kuralt's America

Proofreading Marks

-  Indent
-  Add
-  Delete
-  Capital letter
-  Small letter

(continued)

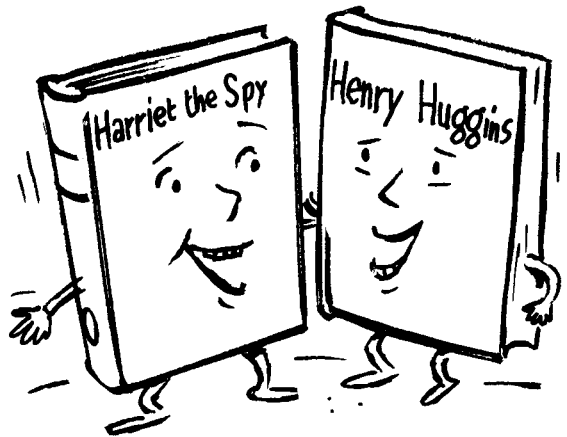


9 Titles *(continued from page 92)*

Challenge



Think about two books you have read that have become your favorites. Suppose that your teacher has displayed the two books on a shelf in your classroom. Your job is to make up a radio script as if the two books were talking to each other about themselves. In your script, be sure to capitalize titles of the books, as well as any titles your characters may have. Mention other book titles with which your books are comparing themselves. If you like, use humor in the book chat to keep your listeners tuned to the radio.



On another piece of paper, draw a picture of your school library or media center as the radio studio. Include the two books talking to each other. Decorate their titles.

Writing Application: A List

EXPRESSING

Write a list of your favorite things. Include books, movies, places, and things you own. Remember to capitalize the titles of some things.



1 What Is a Pronoun?

Nouns

Lynn wants to help.

Matt cleans the parks and streets.

Pronouns

She wants to help.

Matt cleans them.

Write the pronouns in these sentences. Then write the underlined words that they replace.

1. "Let us think of a way to clean up litter," said Matt and Lynn.

2. Lynn told Matt that he could use things over again.

3. Dora and Ahmed collected bottles. Matt wanted to help them.

4. Lynn wanted to help too. She had an idea.

5. "I have saved newspapers," said Lynn. Lynn wanted to recycle them.

6. "You must take out the papers," Lynn told Matt. "Help me," Lynn said.

7. A truck took the newspapers away. It came once a month.

8. "Now we should clean up the park," said Matt and Lynn.

9. Matt began to pick up paper from the grass. Lynn helped him.

10. At last Matt and Lynn finished working. They were happy and tired.

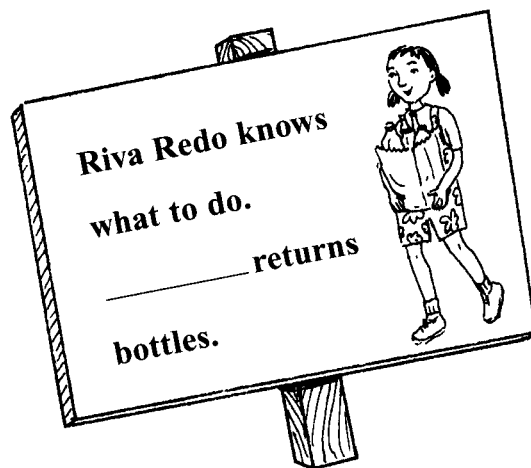
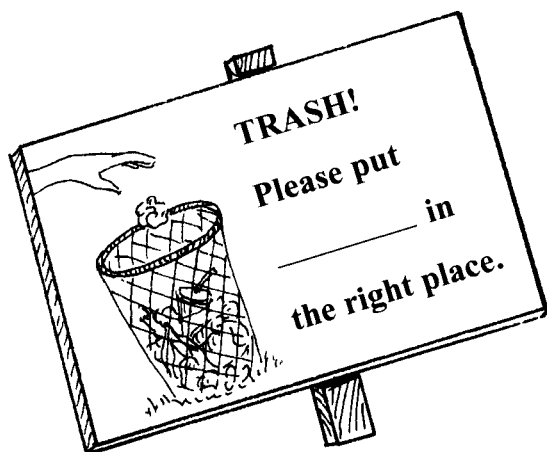
(continued)



1 What Is a Pronoun? (continued from page 94)

Challenge

Here are four signs about cleaning up litter. Each sign is missing a pronoun. Write the correct pronouns on the signs.



On another piece of paper, draw two signs about cleaning up litter. On each sign, write a sentence that uses a pronoun.

Writing Application: A Speech

EXPLAINING

You are running for mayor in your town or city. You have an idea for solving the town's litter problem. Write a speech about your idea. Use at least five pronouns in your speech.

2 Subject Pronouns



Nouns	Pronouns
<u>Simon</u> plays in the band.	He plays in the band.
<u>Rachel</u> is in the band too.	She is in the band too.
<u>Simon and Rachel</u> help each other.	They help each other.
<u>The band</u> is fun.	It is fun.



A Write the subject pronoun in each sentence.

- We play in the music room every day after school. _____
- I play the trumpet in the band. _____
- It is a wonderful instrument. _____
- Have you ever played in a band? _____
- Next week Rachel and I will play at a town dance. _____
- She was asked to play by Mr. Chu. _____
- He and Mrs. Russo had heard the band at a football game. _____
- They will be glad to hear the band play again. _____

B Write each sentence. Use a subject pronoun in place of the underlined word or words.

- Musicians must learn to play the right notes.

- George can play very high notes on the flute.

- Rachel has learned to play the drums.

- Rachel and I keep the beat for the band.

(continued)



2 Subject Pronouns *(continued from page 96)*

Challenge

The musicians below are talking about music and their instruments. First, write a different subject pronoun in each speech balloon. Then, on another piece of paper, write a sentence that tells what each musician is saying. Begin each sentence with the subject pronoun in the balloon.

1.



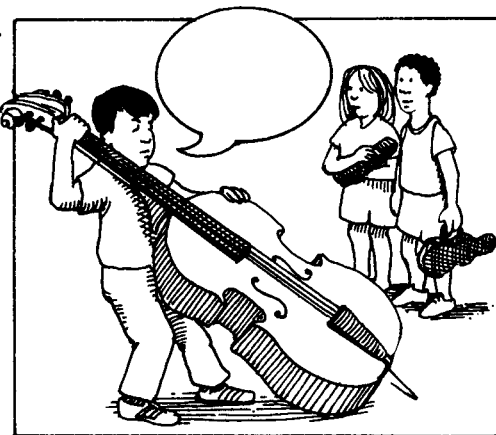
3.



2.



4.



Writing Application: A Journal

DESCRIBING

You have invented a musical instrument called a zoomaphone. Write six sentences about this instrument for your journal. Describe the first time you played the zoomaphone in a band. Use a subject pronoun in each sentence.

3 Object Pronouns

Nouns

Jill Waldo writes books.

I spoke to Jill.

Pronouns

Jill Waldo writes them.

I spoke to her.



A Write the object pronouns in these sentences.

1. I asked Jill to show Russell and me a writer's office. _____
2. Jill showed us the desk and the computer. _____
3. A history book was on the desk. Jill had written it. _____
4. Jill said, "I will tell you how schoolbooks are made." _____
5. Writers write the books. Editors correct them. _____
6. We listened carefully to her. _____

B Write each sentence. Use an object pronoun in place of the underlined word or words.

7. Jill introduced Russell and me to Frank Silvio.

8. Frank is an artist who works with Jill.

9. Frank draws maps. We enjoyed looking at the maps.

10. We asked Frank many questions about this work.

11. He said, "I have to be very careful with the drawings."

12. Frank gave Russell a drawing. We liked the drawing.

(continued)



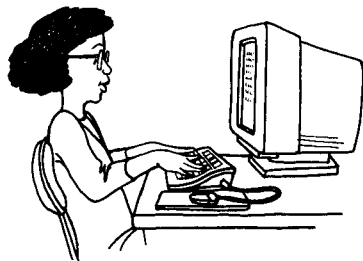
3 Object Pronouns *(continued from page 98)*

Challenge



Look at the pictures below. They show four steps in writing and publishing a book.

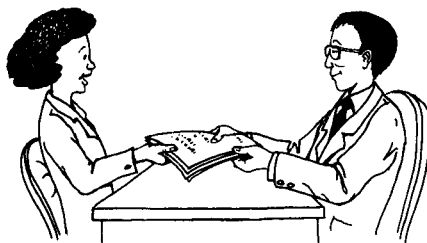
1.



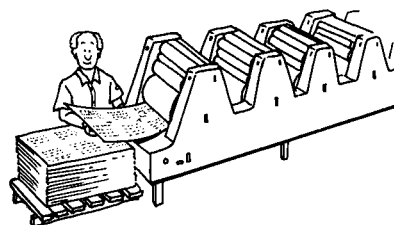
3.



2.



4.



These four sentences tell about the pictures above. Write each sentence under the picture that it describes. Use an object pronoun in place of the underlined word or words.

The editor thanks Rita for the book.

The books are printed by a printer.

Rita Lott writes a book.

The editor corrects the mistakes.

Writing Application: A Report

DESCRIBING

Think of a job or a project that you have worked on with your friends or your family. Write a short description of this project. Use six object pronouns.



Writing with Pronouns

Unclear pronoun

Mr. Norris smiled as Jeremy entered the elevator.
He pressed the button to close the door.

Pronoun replaced with a noun

Mr. Norris smiled as Jeremy entered the elevator.
Mr. Norris pressed the button to close the door.

Writing Clearly with Pronouns 1–5. Rewrite the sentences within this story that have underlined pronouns. Replace the underlined pronouns with nouns.

Revising

Jenny Mouse lives in the country. One day, Jenny traveled to the city to visit her cousin, Annie Mouse. Annie took Jenny to the tallest building in town. She had never seen anything like it. From the observation deck on the top floor, Annie and Jenny looked at the buildings and cars below. It seemed that they could see for miles. Annie put a coin in the telescope. Then she pointed it at

an apartment building across from a park. “I live over there,” she told her cousin. Annie flitted from one window to another, trying to see everything, but the view made Jenny dizzy. She couldn’t wait to get back on solid ground again.

The next day she went to the train station with Jenny.

“Come again soon!” called Annie, as the train pulled out of the station.

1. _____
2. _____
3. _____
4. _____
5. _____

(continued)



Writing with Pronouns (continued from page 100)

Two sentences

The mail carrier rang the bell. The mail carrier had a package to deliver.

Combined sentence

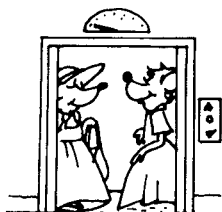
The mail carrier rang the bell **because** she had a package to deliver.

Revising

Combining Sentences 6–10. Rewrite these photo captions from an article in the *Country Mouse Times* about Jenny's trip. Change the subject of the underlined sentence to a pronoun. Combine the sentences, using the word in parentheses.



6. Jenny Mouse went to the city. Jenny Mouse was invited by her cousin. (because)



7. The elevator makes many trips every day. The elevator carries visitors up in a tall building. (since)



8. Jenny felt dizzy. Jenny looked down on the city. (when)



9. Jenny and Annie rode back down. Jenny and Annie had viewed the city. (after)



10. Jenny hugged Annie. Jenny said good-bye. (before)

4 Using *I* and *me*

Dad and I found an old book.

It looked interesting to my sister and me.

A Write each sentence. Use the correct words in parentheses.

1. (Josie and I, I and Josie) love hearing tall tales.

2. Dad has read them to (Josie and me, me and Josie) for years.

3. (I and Josie, Josie and I) like tales about famous folk heroes.

4. These stories seem so exciting to (me and Josie, Josie and me).

B 5–10. Use proofreading marks to correct six mistakes in the use of *I* and *me* in this journal entry.

Example: Mom and ~~me~~^I wanted to hear more about Paul Bunyan.

Proofreading

April 6, 2001

Tonight Dad told Mom, Josie, and I a great tall

tale about the time our family spent a vacation

with Paul Bunyan. Mom and me knew Dad made up the story, but

Josie believed it. On the first day, Paul's blue ox, Babe, played with

Josie and I. Then Paul, Josie, and me went for a long walk. Paul's

legs were so long that he had to carry Josie and I. On the last

day, Babe gave Josie and I rides through the forest.

Proofreading Marks

- ¶ Indent
- ^ Add
- ~ Delete
- ≡ Capital letter
- / Small letter

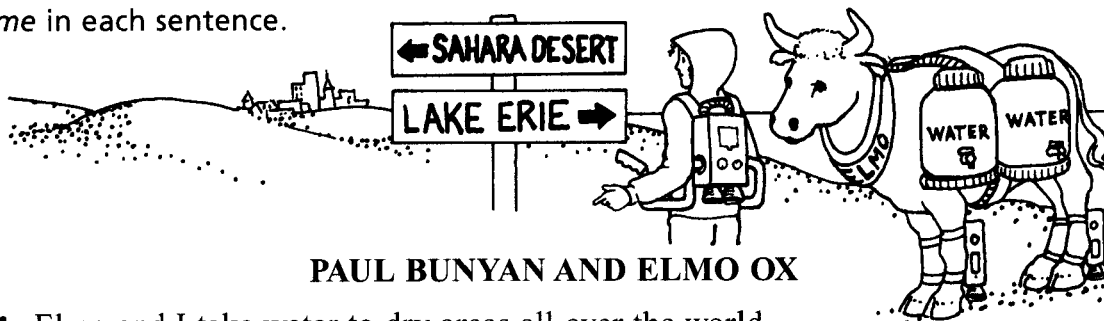
(continued)



4 Using *I* and *me* (continued from page 102)

Challenge

Decide who the folk heroes of the future will be. What will they look like, and what adventures will they have? Complete the descriptions of the folk heroes below by writing two sentences that each one might say. Use the pronoun *I* or *me* in each sentence.



PAUL BUNYAN AND ELMO OX

1. Elmo and I take water to dry areas all over the world.

JOANNA APPLESEED EARTHLING

2. I plant apple seeds on all the planets.

PECOS BILLY JR.

3. I am a rancher who rides a bucking rocket in the rocket rodeo.

Now, on another piece of paper, draw your own pictures of Joanna Appleseed Earthling and Pecos Billy Jr.

Writing Application: A Tall Tale

NARRATING

Suppose that you are a folk hero. Decide what unusual abilities you have. Write a tall tale about one of your adventures. Use the pronoun *I* or *me* in each sentence.

5 Possessive Pronouns

Possessive Nouns

 Harry reads Harry's book.

 The girls did the girls' report.

Possessive Pronouns

 Harry reads **his** book.

 The girls did **their** report.

A Write the possessive pronoun in each sentence.

1. The students worked together on their report. _____
2. Harry told Carla about his book on weather. _____
3. "There are many facts about storms in my book," said Harry. _____
4. "Its pages have interesting pictures too," said Carla. _____
5. Tai got her information from a science program on TV. _____
6. "Your notebook is full of facts now," said Harry. _____

B Write each sentence. Use a possessive pronoun in place of the underlined word or words.

7. The report told the children's classmates about safety in storms.

8. Carla Rossini's part of the report was about lightning.

9. The Rossinis' house is protected by a lightning rod.

10. A lightning rod's purpose is to lead lightning safely to the ground.

11. Harry's section of the report was about safety in floods.

12. Mr. Akito gave Mr. Akito's students much praise for the report.

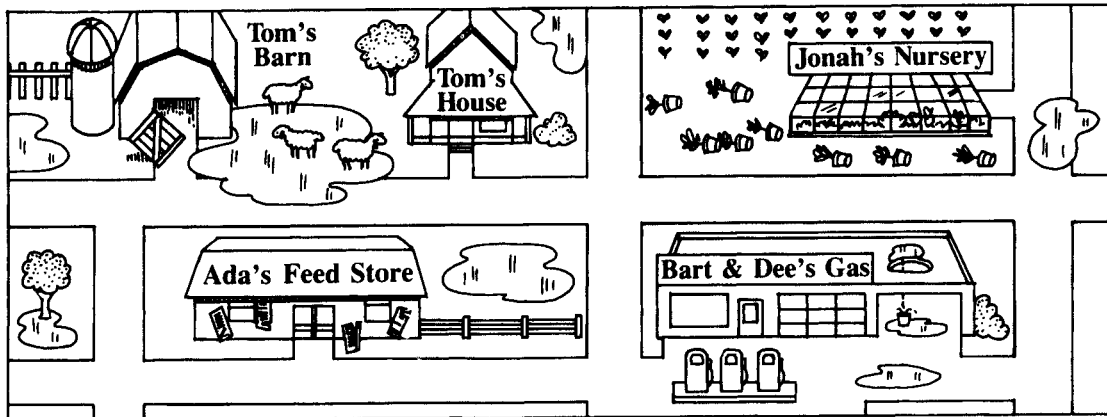
(continued)



5 Possessive Pronouns (continued from page 104)

Challenge

A bad storm with heavy rain has hit Tom's little village of Meadowville. You and Tom have driven in Tom's truck to help his neighbors. Add words to complete these sentences about your trip. Use a possessive pronoun in each sentence.



1. Tom and I drove _____.
2. I told Tom, "_____."
3. Ada was worried about _____.
4. Tom and I helped _____.
5. Bart and Dee found _____.
6. They said to Tom, "_____."
7. The plants at Jonah's nursery _____.
8. When we got home, Tom and I _____.

Now draw your route on the map above.

Writing Application: A News Report _____

INFORMING

You are a newspaper reporter. A big thunderstorm has cut off your town's electricity for a whole day. Write six sentences describing what happened. Use a possessive pronoun in each sentence.

6 Contractions with Pronouns

Pronoun and Verb	Contraction
We are going to the beach.	We're going to the beach.
You will have fun there.	You'll have fun there.
It is a beautiful day.	It's a beautiful day.

A Write the two words that make up each underlined contraction.

1. We've got everything we need. _____
2. I'm bringing the beach blanket. _____
3. Selina said that she's bringing the food. _____
4. Luis said that he'll drive the van. _____
5. He's looked at the map already. _____
6. Don and Helen said that they're going to be late. _____

B 7–12. Use proofreading marks to correct six incorrect contractions in this post card greeting.

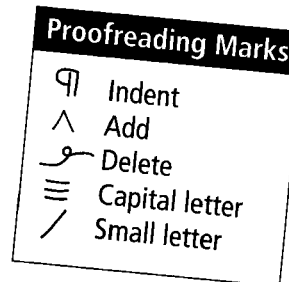
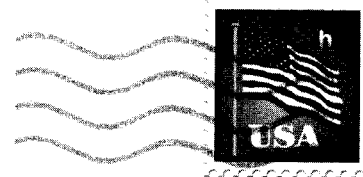
Example: ^{They're}~~They're~~ wearing sun hats and dark glasses.

Proofreading

Dear Don and Helen,

Im happy as a clam at the beach. I hope youll' come with us next time. Selina said that shes bringing more food next time because wer'e like hungry sharks after we swim. I'll bring more sunblock too. Its been no fun having a sunburn. Youd' be surprised at what Selina calls my peeling skin. I'll tell you at the beach!

Your friend,
Luis



(continued)



6 Contractions with Pronouns (continued from page 106)

Challenge



Read this story about a trip to the beach. First, underline the pairs of pronouns and verbs that could be written as contractions. Then write the contractions in the seashells below the story.

We are on the way to the beach. It is a great day for swimming. Mom says that she has packed our favorite snacks.

My brother Mel says that he has left all his pet spiders at home this time. On our last trip to the beach, Mel suddenly yelled, "They have escaped!" We have never run from the car so quickly!

Mom and Dad say they will help us collect shells today. You have seen our shell collection before. You will be surprised to see our new shells.

Oh no! I have just discovered something important. We forgot to bring towels. I am sure that my family will be happy about that news!



Now, on another piece of paper, write three sentences to finish the story about the trip to the beach. Use one contraction from the seashells above in each sentence.

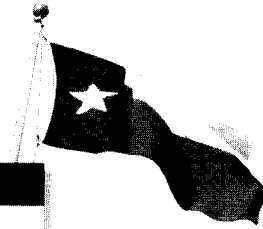
Writing Application: A Travel Guide

INSTRUCTING

You have traveled to the imaginary land of Backwardsia. In this land, people do everything backwards! Write sentences that give instructions for traveling in Backwardsia. Use six contractions that are made with pronouns.



7 Pronouns and Homophones



Homophones

You're going to Texas. Your trip will be interesting.

It's a big state. Do you like its people?

They're proud of Texas. Their state flag stands over there.

A Write each sentence, using the correct homophone in parentheses.

1. Soon you will visit (you're, your) grandparents in Dallas, Texas.

2. Many people take (they're, their) children to Astroworld in Houston.

3. (They're, There) excited by Astroworld's three-hundred-foot tower.

4. (Its, It's) a trip I will want to hear all about when you return.

B 5–10. There are six incorrect pronouns or homophones on this page from a travel brochure. Use proofreading marks to correct the travel brochure.

Example: Visit the Alamo and discover ^{its}~~it's~~ exciting history.

Proofreading

★ Texans are very proud of their state. It's size alone

★ makes Texas a giant among states. The Alamo is one

★ historic place to see their. Its an old mission that became a fort in

★ the Texas war for independence from Mexico in 1836. Be sure

★ to bring you're entire family. Your sure to enjoy your visit their.

Proofreading Marks

- ¶ Indent
- ^ Add
- ~ Delete
- ≡ Capital letter
- / Small letter

(continued)



7 Pronouns and Homophones (continued from page 108)

Challenge

Complete the crossword puzzle below, using the homophones from the Word Box. You will use two words twice. Be sure to use apostrophes where they are needed in the puzzle.

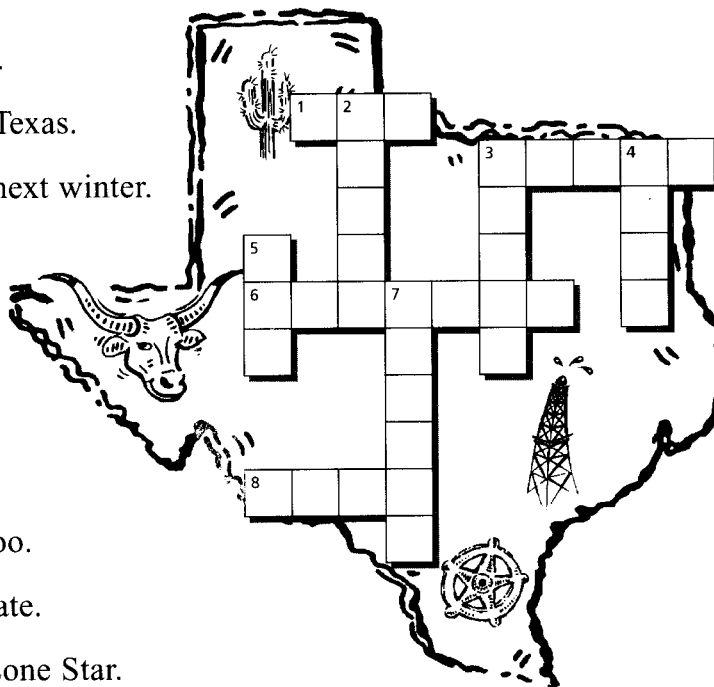
it's	they're	there	your
its	their	you're	

ACROSS

1. ? capital city is Austin.
3. ? brother comes from Texas.
6. ? going to visit Texas next winter.
8. What is ? favorite city in Texas?

DOWN

2. Texans raise cattle and cotton ?.
3. Many oil wells are ? too.
4. ? the second largest state.
5. ? state symbol is the Lone Star.
7. ? going to visit Texas someday.



Writing Application: A Letter

NARRATING

Finish the following letter. Use the words *it's*, *its*, *they're*, *their*, *there*, *you're*, and *your* in the letter.

Dear Felipe,

Our family trip was full of surprises. Just before we left on Saturday morning, the phone rang. It was . . .

Homophones

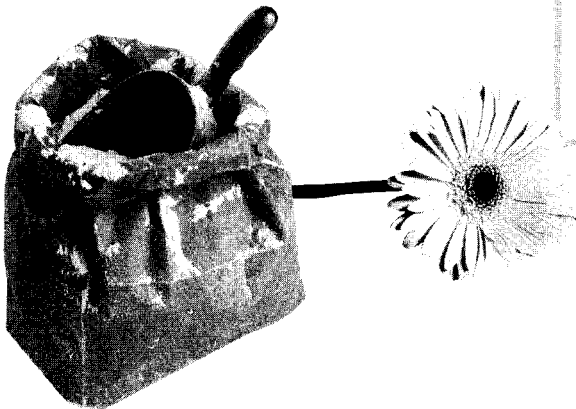
Jeremy had a big ^{role}~~roll~~ in the school play.

Revising

1–10. This journal entry has ten incorrect homophones. Cross out each mistake and write the correct homophone above it. Use the chart below to help you.

November 24

I got up before the son rose this morning to help Mom make breakfast for my ant and uncle. They were going two leave on a long trip at ate o'clock. We sliced pairs and sifted flower. I beet eggs and milk together. We maid the best pancakes with fruit ever scene at my house. I no that everyone enjoyed the delicious meal!



Homophone	Meaning
ant	an insect
aunt	a sister of a parent
ate	past tense of eat
eight	the number 8
beat	to mix by stirring
beet	a red root vegetable
flower	a bloom
flour	milled grain
know	to understand
no	opposite of yes
made	past tense of make
maid	a female servant
pear	a fruit
pair	two of a kind
scene	a setting
seen	viewed
son	a male offspring
sun	a star
to	toward
two	the number 2



1 What Is an Adverb?

How

Jake **quickly** threw the ball. I ran **fast**.

When

Finally, I caught the ball. **Then** I felt a pain in my foot.

Where

Down I fell. Jake helped me **inside**.

A Write each adverb. Label it *how*, *when*, or *where*.

1. My foot hurt badly. _____
2. My mother quickly called the doctor. _____
3. Soon Dr. Kay answered the phone. _____
4. He works downtown. _____
5. Mother drove me there. _____
6. A nurse helped me inside. _____
7. Then she brought me a wheelchair. _____
8. We rode the elevator up. _____
9. Later, the nurse took my temperature. _____
10. Dr. Kay examined me carefully. _____

B Underline each adverb. Write the verb it describes.

11. Dr. Kay often asks important questions. _____
12. He always listens to my heart. _____
13. I breathed slowly for him. _____
14. He moved my sore foot gently. _____
15. Dr. Kay finally took a picture of my foot. _____
16. The picture clearly showed a broken bone. _____
17. He skillfully made a new cast for my foot. _____
18. I walked out on a pair of crutches. _____

(continued)



1 What Is an Adverb? (continued from page 111)

Challenge



Tom Swift is a character in a book who always speaks in a special way. Read the two examples of Tom's sentences. Notice that the way Tom says something always matches an idea in the sentence. Now complete Tom's sentences below, using the adverbs from the Word Box.

Examples: "I'm not nervous," Tom said calmly.

Tom said smartly, "I got the highest grade on the test."

sourly	clumsily	firmly	rapidly	pointedly
brightly	coldly	stiffly	sharply	patiently

- "Turn on the light," Tom said _____.
- "Please hand me my coat and gloves," Tom said _____.
- "You are going much too fast," Tom replied _____.
- "These scissors will cut anything," Tom announced _____.
- Tom said _____, "You're squeezing my arm."
- "I'm going to see the doctor," Tom said _____.
- "Will you sharpen my pencil?" Tom asked _____.
- Tom said _____, "Don't trip over the bucket."
- "I have to iron a shirt," Tom said _____.
- "Are pickles your favorite snack?" Tom asked _____.

On another piece of paper, write three more sentences that Tom might say.

Writing Application: Instructions

INSTRUCTING

You are a doctor, and one of your patients has asked for instructions on staying healthy. Write six sentences that tell your patient how to stay healthy. Use an adverb in each sentence.



Brad displayed his coin collection at a hobby show.
 Brad **eagerly** displayed his coin collection at a hobby show.
Eagerly, Brad displayed his coin collection at a hobby show.
 Brad displayed his coin collection **eagerly** at a hobby show.

yesterday proudly neatly now
always before finally carefully

My brother Pete wanted to be a collector. He had started many collections, but he lost interest. He has found something that is exciting. He collects sand from different places. Pete pours each bag of sand into a glass jar. He labels each bottle with the place where the sand was found. He shows his collection to anyone who is interested. He showed me his newest addition, which is black sand from Italy.

113

Writing with Adverbs (continued from page 113)

Two sentences

My friends and I ride our bikes.
We ride often.

Combined sentence

My friends and I **often** ride our bikes.

Combining Sentences 9–14. Rewrite the diary entry. Combine each pair of related sentences by moving an adverb from the second sentence to the first.

Revising

I fell off my bike. I fell off it today. Dad called the doctor. He called quickly. The doctor said, "Come over to my office." He said, "Come now."

Dr. Ben examined me. He examined me carefully. My foot is bruised but not broken. It is badly bruised. I limped out of the office. I limped slowly.





2 Comparing with Adverbs

Adverb	Comparing Two Actions	Comparing Three or More
fast	faster	fastest
quietly	more quietly	most quietly
Incorrect	Correct	
We stayed <u>more later</u> than he did.	We stayed later than he did.	
They played <u>quietliest</u> of all.	They played most quietly of all.	

A Write each sentence. Use the correct form of the adverb in parentheses.

- Roberto arrived at the park _____ than we did. (soon)

- We waited _____ than he did for the concert to begin. (patiently)

- Of all our group, Fran sat _____ to the bandstand. (near)

- She watched the musicians _____ than we did. (closely)

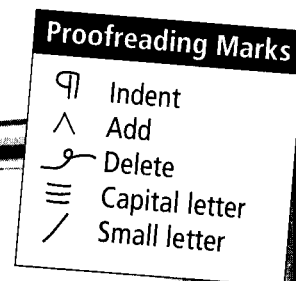
- We cheered _____ of all for "The Stars and Stripes Forever." (eagerly)

B 6–10. Use proofreading marks to correct the five incorrect adverb forms in this description for an article.

Example: We listened ^{carefully} ~~careful~~ as the band played.

Proofreading

The band has to play loud than the noisy crowd. The
flutes play softlier than the horns. The boom of the drum
sounds most loudest of all. We hear it soonest than the horns.
That boom travels quickliest to our ears!

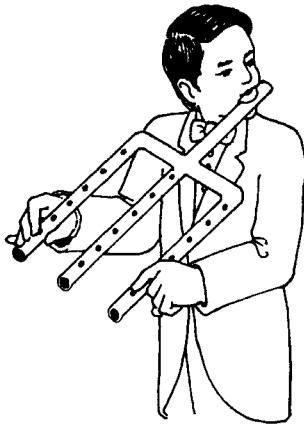


(continued)

2 Comparing with Adverbs *(continued from page 115)*

Challenge

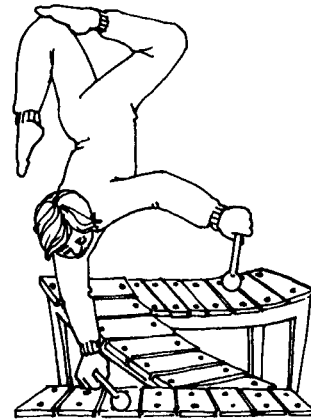
John Philip Sousa invented a new kind of tuba called the sousaphone. The musicians in the pictures below have invented their own instruments too. Make up a name for each instrument, using the inventor's name.



Chuck Flutie



Curlie Moppet



Craig Z. Keys

Now invent an instrument that is named after you. Write its name and a short description of the instrument.

You and the musicians shown above have given a concert together. On another piece of paper, write a short review of this concert. Use adverbs to compare the way you and the other musicians played your instruments, moved on stage, dressed, and performed.

Writing Application: An Advertisement

**COMPARING AND
CONTRASTING**

Suppose that you are a member of a band. Write an advertisement for your band's next show. Give the band a name. Then write five sentences for the advertisement. Use adverbs to compare your band's playing and performance with those of other bands in your town.



3 Using *good* and *well*

Adjective	Adverb
We saw a good rodeo.	The riders performed well .
This seat is good .	Can you see the riders well ?



A Write *good* or *well* to complete each sentence correctly.

1. A _____ rodeo was held on July 4, 1892.
2. That rodeo gave Buffalo Bill Cody a _____ idea.
3. He performed _____ in many rodeo events.
4. People enjoyed watching _____ riders.
5. Buffalo Bill thought a traveling show might do _____.
6. It would be _____ to combine a rodeo and a circus.

B 7–12. Use proofreading marks to correct six mistakes in the use of *good* and *well* in this review of a school play.

Example: The clowns did ^{well}~~good~~ at making people laugh.

Proofreading

REVIEW

Last night, the Rodeo Middle School performed very good in the Wild West Show. Ray Vieira played Buffalo Bill Cody. He did a well job of playing a cowboy, and he spoke good as the host of the show. Sandra Melendez played Annie Oakley good, even though she kept dropping her water pistol on the stage. One star of the show, Wild Bill Hickok, was very well, and his costume disguised him so good that it was a surprise to find out he was my real-life brother! Everyone had a good time.

Proofreading Marks

- ¶ Indent
- ^ Add
- ~ Delete
- ≡ Capital letter
- / Small letter

(continued)

3 Using *good* and *well* (continued from page 117)

Challenge

Buffalo Bill's Wild West Circus had many exciting performers. The posters below show performers who might have appeared in the Wild West Circus. Complete the sentence about each performer. Use the word *good* or *well* in each sentence.



1. Jumping Jane _____

2. Lasso Luke _____

3. Juggling Jethro _____

Now name two more performers who might have appeared in the Wild West Circus. Write a sentence about each performer, using the word *good* or *well*. On another piece of paper, design a poster advertising one performer's act.

4. _____

5. _____

Writing Application: A News Article

DESCRIBING

You are a newspaper reporter. Write a short news article about a rodeo, a circus, or another traveling show that has come to your town. Describe your favorite performers and their acts. Use the word *good* or *well* in each sentence.



4 Negatives

Michelle had **never** been to a museum before.
No one had ever taken her.

Incorrect	She hadn't gone nowhere like that.
Correct	She hadn't gone anywhere like that. She had gone nowhere like that.

A Underline the correct word in parentheses to complete each sentence.

- Michelle hadn't been to (no, any) art museums.
- She couldn't find (anyone, no one) to take her.
- Didn't (anybody, nobody) like art as much as she did?
- Michelle (had, hadn't) no choice but to go by herself.
- This museum didn't have (nothing, anything) painted by Picasso.
- Michelle (hasn't, has) never seen one of Picasso's paintings.

B 7–10. Use proofreading marks to correct four mistakes in the use of negatives in this poem.

Example: Our museum ^{has} ~~hasn't~~ nothing but sculptures.

Proofreading

I haven't seen no paintings by Grandma Moses.

I don't know Monet's lilies from any roses,

But I do know that I wouldn't like nothing better

Than to visit an art museum.

I'd go when there wasn't no one else there,

Then no one wouldn't tell me not to stare,

And I'd go up and down on the escalator,

And the art works? Of course, I'd see 'em.

Proofreading Marks

- ¶ Indent
- ^ Add
- ~ Delete
- ≡ Capital letter
- / Small letter

(continued)

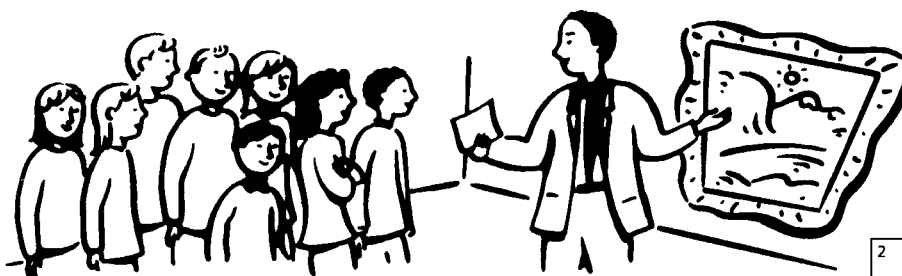
4 Negatives *(continued from page 119)*

Challenge



Find the word from the Word Box that completes each sentence. Then use your answers to complete the crossword puzzle.

anywhere	none	never	any	anything	nothing
anybody	no	nowhere	ever	anyone	nobody

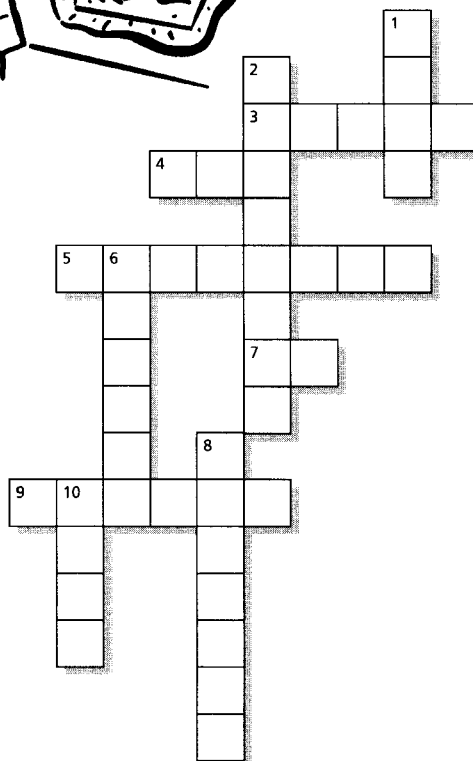


ACROSS

3. I had ? visited the new museum.
4. I hadn't seen ? of its exhibits before.
5. In the museum, we didn't go ? alone.
7. There were ? other groups visiting.
9. Didn't ? see the Crazy Puzzle?

DOWN

1. Have you ? seen the Shirt Room?
2. It didn't have ? but unusual shirts.
6. ? wanted to leave so soon.
8. Hasn't ? read the museum books?
10. I have read ? of them so far.



Writing Application: A Letter

PERSUADING

Think of a museum or a historic building that you have visited. Remember what you liked and disliked about your visit. Write a letter to the director, politely suggesting ways to improve the exhibits and programs. Use negatives correctly.



5 What Is a Preposition?

Common Prepositions

about	around	beside	for	near	outside	under
above	at	by	from	of	over	until
across	before	down	in	off	past	up
after	behind	during	inside	on	through	with
along	below	except	into	out	to	without

Write each sentence below. Underline the prepositional phrase once and the preposition twice.

1. This morning I was wide awake before sunrise.

2. I had heard a loud sound in the driveway.

3. Two men were unloading a huge crate from a delivery truck.

4. Suddenly, a crate flew open and fell to the ground.

5. There was definitely something alive inside the crate!

6. Just then I heard Dad calling me, and I raced down the stairs.

7. Dad asked, "Have you been e-shopping without my permission?"

8. I suddenly remembered what I did last Monday after school.

9. I ran outside and peered into the crate.

10. The lion cub that I had ordered was hiding under some straw.

(continued)



5 What Is a Preposition? (continued from page 121)

Challenge

Look at the picture and write a preposition to complete each sentence.



1. A milk carton is _____ the top shelf.
2. Bottles and cans fit _____ the refrigerator door.
3. Two bins _____ the shelves keep fruits and vegetables crisp.
4. The butter dish is _____ the bottles and cans.
5. Some pears are _____ the cheese.
6. The jar _____ mayonnaise is new.
7. The juice is _____ the milk.
8. Erin made dinner _____ the whole family.
9. We will have chicken _____ a cream sauce.
10. Who scraped the frosting _____ the cake?

Writing Application: A Recipe

INSTRUCTING

Write instructions for a favorite recipe. Use at least five prepositional phrases in your instructions.



Writing with Prepositions

Without prepositional phrase

Rabbits nibble grass.

With prepositional phrase

Rabbits nibble grass in the meadow.

Elaborating Sentences 1–8. Rewrite the paragraph. Elaborate each sentence with a prepositional phrase from the box, or create your own.

into a huge pile
under the trees
through the park

for the ducks
after lunch
with the long neck

about the warm weather
in the morning
to the swan

Revising

Everyone was excited. We played outdoors. We rode our bikes. Mom brought a bag of corn and birdseed. The beautiful white swan swam toward us. I threw some of the corn. We watched the squirrels scamper. We raked our leaves and jumped in them.



(continued)

Writing with Prepositions *(continued from page 123)*

The skaters glide gracefully.

They glide over the ice.

The skaters glide gracefully over the ice.

Combining Sentences 9–14. Rewrite this segment from a review of an ice skating competition. Combine each pair of related sentences by adding the underlined prepositional phrase from one sentence to the sentence before it.

Revising



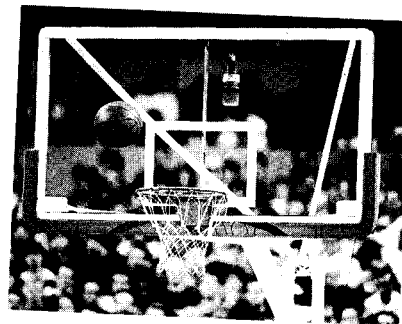
Gina skated confidently. She skated onto the rink. Her colorful costume sparkled. It sparkled in the lights. Beautiful music echoed loudly. It echoed throughout the arena. She performed magnificent spins and jumps. She performed them for the audience. The audience clapped loudly. The audience clapped after her performance. Gina waved happily. She waved to the cheering fans.

[illegible]

Changing Meaning with Adverbs

The crowd cheered **loudly**.
The crowd cheered **politely**.

early	nervously	finally
happily	patiently	skillfully
wildly	carefully	clumsily
late	well	noisily
sadly	anxiously	confidently



1-10. Write this paragraph. Fill in the blanks with adverbs from the box. Then compare your paragraph with one written by a classmate. Notice the difference in meaning created by using different adverbs.

Revising

It was a big day for the Spartans. The team had been waiting _____ for the championship game to begin. The players gathered _____ around their coach. They listened _____ to his instructions. _____, it was time for the team to take the floor. The crowd cheered _____ for the home team. _____ in the game, the score was tied. Both teams played _____. With three seconds left, Jim _____ shot the basketball. The Spartans left the court _____. They knew that they had played _____.



A paragraph that tells a story is a **narrative paragraph**. It often has a lead sentence, supporting sentences, and a concluding sentence. **Supporting sentences** support the main idea by giving details about it. They answer one or more of these questions: *Who? What? Where? When? Why? How?*

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Copyright © Houghton Mifflin Company. All rights reserved.

Revising a Personal Narrative

Have I

yes

- written a new beginning that will grab my readers' attention?
- given the writing my own voice?
- added details to help readers see, hear, and feel the experience?
- told the events in order?
- revised the ending to make the story feel finished?

☐

☐

☐

☐

☐

Revise the following narrative to make it better. Use the checklist above to help you. Check off each box when you have finished your revision. You can use the spaces above the lines, on the sides, and below the paragraph for your changes.

The Day I Hit the Winning Home Run

It was my turn to bat. The bases were loaded. There were two outs. I walked to the plate and held the bat. I waited for the pitch. I missed the ball. The umpire called a strike. The crowd groaned. I swung again. I heard the umpire say strike. If I struck out, my team would lose. It would be my fault. The pitcher was getting ready for her next pitch. I felt the bat hit the ball. I ran as fast as I could, and I heard the crowd cheering as my foot touched home plate. I had hit a home run. My team had won the game!



Few details

Elaborated with details

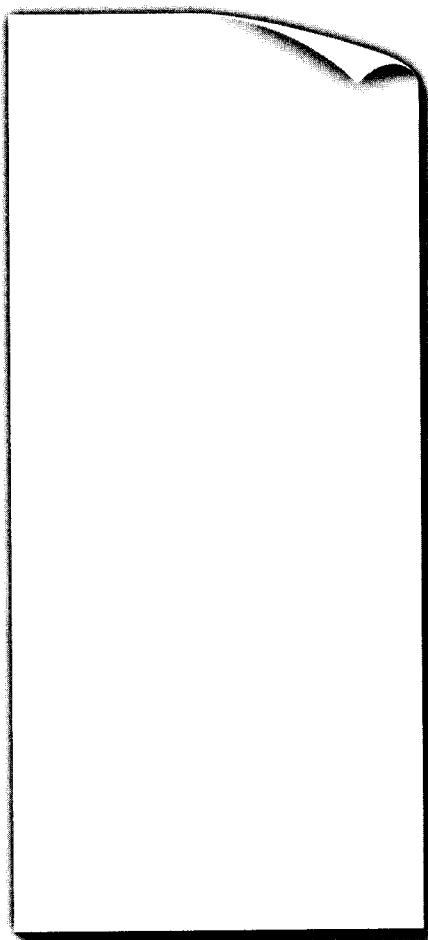
The following narrative is boring because it doesn't contain enough details. Revise the narrative, adding details to make it more interesting.

A black and white line drawing of a young girl and a young boy sitting together and reading a book. The girl, on the left, has long hair with two bows and is wearing a dress with a bow at the waist. The boy, on the right, is wearing a t-shirt with a graphic of a face. They are both looking at the book with interest.

Planning Characters

When you plan your story **characters**, use details to help your readers get to know the characters inside and out. Think about what your characters look like, how they act, and what they say. Think about your characters' feelings and interests.

Think about the main character in a story you might write. Does the character wear a uniform? make people laugh? love computer games? Write details about the character on the lines in each category. Draw a picture of your character. Then write a sentence that describes your character's personality.



**How my
character looks**

**How my
character feels**

**What my
character is like**

**How my
character acts**

**What my
character says**

**My character's
interests**



Planning Setting and Plot

The **setting** for a story is when and where it takes place. The **plot** focuses on the main problem in the story and has three parts—a beginning, a middle, and an end. The **beginning** of a story introduces the characters, the setting, and the problem. The **middle** tells how the characters deal with the problem. The **end** of a story explains how the problem is solved.

Think about a story you know well. Make a story map that shows the beginning, the middle, and the end of the story. Include notes about the characters, the setting, and the problem.

Beginning

introduces the main characters, setting, and problem

Middle

tells how the characters deal with the problem

End

explains how the problem is solved



Telling

Showing

Telling, Without Dialogue

Showing, with Dialogue

[illegible]

Developing the Plot

Good Beginnings

Describe the setting

The waves crashed against the rugged rocks on the shore as the spindly trees twisted in the wind.

Describe a character

The crowd gasped as Trina glided onto the ice in her glittering sequined costume and her sparkling silver tiara.

Describe an action

The boys carefully positioned themselves on the toboggan, pushed off, and whizzed down the hill at breakneck speed!

The story below needs a good beginning. Write two good beginnings. The strategies above will help you. Put a check by the beginning that you like better.

Elizabeth thought she would never be able to stay calm under such pressure. As she walked up the steps to the high dive, she thought, "I know I can do this. I know I can do this."

When she reached the end of the diving board, Elizabeth raised her hands over her head to get into position. She whispered to herself, "You've done a back dive hundreds of times. Just pretend you're doing it for the coach."

After the dive was completed and she hit the water, Elizabeth knew she had done a good job. She swam to the edge of the pool and looked up at her coach. "Way to go, Champ," he said. "That dive clinched first place."

My Beginning: _____

My Beginning: _____



Billy tore open the wrapping on his birthday gift. When he saw what was inside, he could barely speak. The words came out garbled. He had thought no one knew his secret birthday wish.

The story below is dull and boring. It does not have a voice. Rewrite the story, using voice to let the audience know the characters' personalities. Use details to make the story sound the way you want it to. Then give the story a good ending.

The girls thought and thought. Each knew she would have to use her wits to win the crown.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Revising a Story

Have I

yes

- written a new beginning that grabs readers' attention and introduces the characters, the setting, and the problem? ☐
- added details and dialogue that make the story come alive? ☐
- given the characters a voice and made the story sound the way I want? ☐
- ended the story by telling how the problem works out? ☐

Revise the following story to make it better. Use the checklist above to help you. Check each box when you have finished your revision. You can use the spaces above the lines, on the sides, and below the paragraph for your changes.

Travel Adventure

Jason told his brother Ben that there was nothing left to discover in the world. He was sure that he had seen everything, at least in a book or on television. Ben said no way. So the two brothers set off on an adventure trip.

They saw a chameleon in Saudi Arabia and a cheetah in Sri Lanka. "I've seen those," said Jason, yawning.

The trip was almost over, and nothing had surprised Jason. The boys were sitting on a hillside in Ethiopia when Jason shouted, "What's that?" He was staring at a big, wild goat with huge, jagged horns. Ben told him that it was a Walia ibex.



Sandra ate an apple.

Sandra ate an apple in the kitchen with her sister.

Sabrina never dreamed that she might be on a quiz show. Then the call came. The producers had called her school. Eliot knew a great deal. Ann was an expert. Sema was great too. But Sabrina was good at two things. She knew about American history and about musicals. Of course, the producers picked Sabrina.

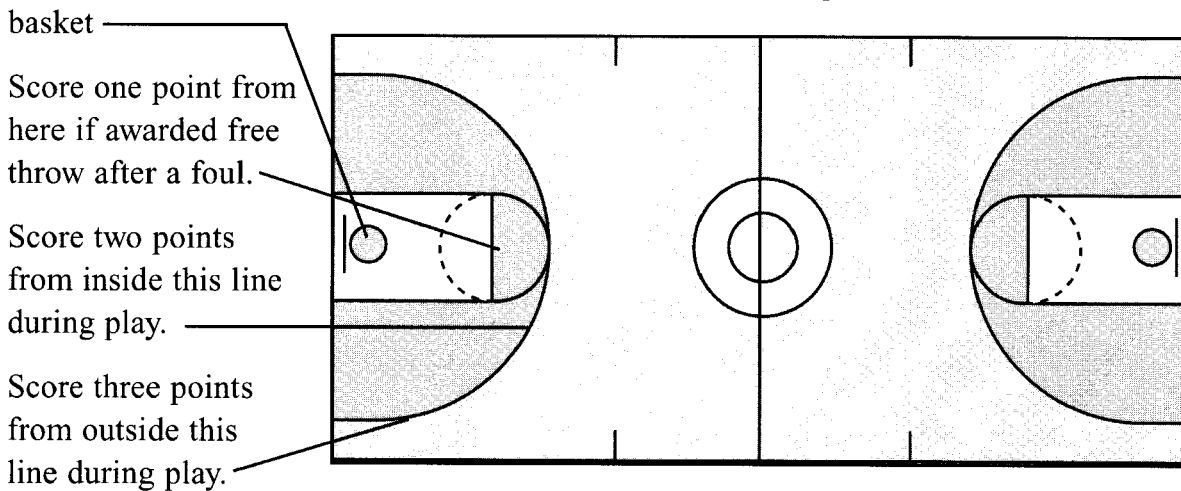
[illegible]

Supporting Sentences

A paragraph that gives factual information is called an **informational paragraph**. It often has a topic sentence, supporting sentences, and a closing sentence. **Supporting sentences** give details that tell about the main idea of the paragraph. These details often include facts. They may also include sensory words that describe how things look, smell, feel, taste, and sound.

Complete the informational paragraph. Look at the diagram, and read the topic sentence and the closing sentence below. Then write at least three supporting sentences, using information from the diagram.

College Basketball Scoring



The only way to make points in basketball is to throw the ball into the basket.

Where you are when you shoot makes an important difference to your score.



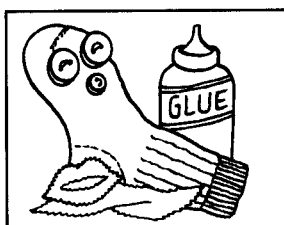
Organizing Your Instructions

Steps	Materials Needed	Details
1 First, arrange the chairs.	chairs (one per player, minus one)	
2 Now start the music.	music CD, CD player with remote control	

The pictures and steps below describe how to make sock puppets, but they are out of order. Number the steps to show the correct order. Then fill in the chart by writing the steps in order and listing materials that are needed.



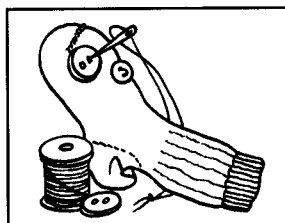
_____ Then glue on yarn for hair.



_____ Next, glue on felt lips.



_____ Finally, when the glue has dried, put on a show!



_____ First, sew buttons on for eyes and nose.

Steps	Materials Needed
1	
2	
3	
4	

Using Details

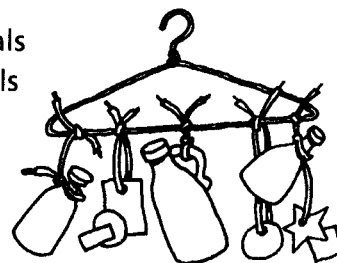
Without Exact Details

Fold a piece of paper. Attach the pieces with string.

With Exact Details

Fold a piece of paper in half, and then fold it again. Cut the squares apart, and punch a hole in the top of each. Next, string the squares together.

The Step-by-Step Chart below lists the steps and materials for making a mobile. Look at the picture, and add details to the chart. Then use the chart to help you write a set of instructions. Remember to include exact details.



Steps	Materials Needed	Details
1 First, make interesting paper shapes.	old newspaper and magazines, scissors, glue	
2 Next, attach bottles to hanger.	plastic bottles, shoelaces or used string, wire coat hanger	
3 When glue dries, attach shapes to hanger.	shapes from Step 1, more string, mobile	



Good Beginnings and Endings

Weak Beginning

You can make a box with art sticks.

Strong Beginning

Do you need a place to keep small personal objects?

Weak Ending

Now your little box is ready to use.

Strong Ending

It's small, it's private, and it's ready to use!

The instructional paragraph below needs a better beginning and a better ending. First, read the paragraph. Then replace the underlined sentences. Write two interesting beginnings and circle the one that you think is stronger. Then write two strong endings and circle the one that you like better.

Planting a flower garden is a good idea. You will need some seeds, a small shovel, and a plot with rich soil. First, read the instructions on the seed packet to find out how deeply you should dig. Then find a small area that gets enough sunlight. Now dig the holes and place the seeds in the ground. Next, cover them with dirt. Finally, drench the area with water. Be sure to water your plants regularly while they are growing. That's how you grow flowers.



Beginning: _____

Beginning: _____

Ending: _____

Ending: _____



Revising Instructions



Have I

yes

- written a new beginning that states the topic in an interesting way? ☐
- included all the steps in the correct order? ☐
- listed all the materials needed for each step? ☐
- added clear, exact details for the steps? ☐
- revised the ending to wrap up the instructions? ☐

Revise the following instructional paragraph to make it better. Use the checklist above to help you. Check off each box when you have finished your revision. You can use the spaces above the lines, along the sides, and below the paragraph for your changes.

Puzzle Party Invitations

Here's how to make puzzle party invitations. Write each invitation on a card or thick construction paper. Use pens. Then cut each invitation into puzzle pieces. Put all the pieces for each invitation into an envelope. Address the envelopes, seal them, and put a stamp on each one. Finally, mail the invitations.



Sentence Fluency

Sentences all the same length

Find some clear plastic wrap. Cut off a large piece. Tape it to a mirror. Stand in front of it. Use a marking pen. Trace your face.

Sentences different lengths

Cut off a large piece of clear plastic wrap, and tape it to a mirror. Then stand in front of it. Use a marking pen to trace your face.

These two sets of instructions sound boring because the sentences are all the same length. Revise the instructions, using sentences of different lengths to make them more interesting.

1. Take two empty cans. Wash them out. Punch a hole in the bottom of each can. Connect the cans with string. Ask a friend to put one can up to an ear. Tell your friend to listen. Pull the string taut. Talk into the other can. Can your friend hear you?

2. Find an empty cardboard tube. Hold it up to one eye. Keep both eyes open. Put one hand next to the tube. Hold the hand a few inches from your face. You will see a hole in your hand.

Finding the Best Information

What I Know	What I Want to Know	Possible Sources
Jesse Owens was a famous Olympic athlete.	When did he participate in the Olympics? What sport did he participate in?	<i>The Grolier Student Encyclopedia of the Olympic Games</i> , by Ron Thomas and Joe Herran
He worked with and helped young people.	What did he do, and how did he help?	<i>Jesse Owens</i> , by Tony Gentry

Read the following K-W-S chart for a research report on the Olympic Games. Then look at the sources listed in the box. Write the names of the sources that you think would provide the best information to answer the questions. When you write, underline the names in italics.

<i>Weekly Reader</i>	Olympics Web site
<i>The Olympic Games</i> , by Theodore Knight	<i>The Story of the Olympics</i> , by Dave Anderson
<i>Microsoft Encarta Online Deluxe Encyclopedia</i>	<i>Scholastic Kid's Almanac for the 21st Century</i>



K-W-S Chart

What I Know	What I Want to Know	Possible Sources
The Olympic Games began a long time ago.	When and how did the Olympic Games begin?	
Swimming and skiing are sports in the modern games.	What are some other sports that make up the games?	
The United States, China, and Russia participate in the games.	What are some other countries that send athletes to the games?	
The Summer Games were held in Sydney, Australia, in 2000.	When and where will the next Olympic Games be held?	

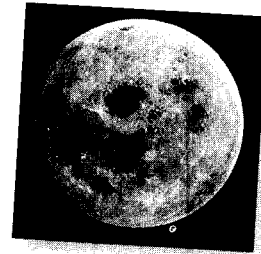


Writing from an Outline

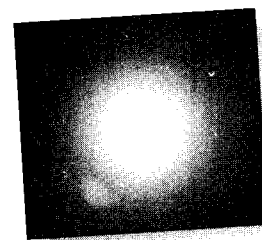
Each section of an **outline** is about one main topic. When you write a **paragraph** from an outline, use the main topic to write a **topic sentence** for the paragraph. Write the subtopics as complete sentences that support the main idea.

The outline below is for a report on Earth's solar system. Write a paragraph from each outline section. Start by writing the topic sentence. Remember to indent each paragraph.

- I. The moon, Earth's closest neighbor
 - A. About one-quarter the size of Earth
 - B. About two hundred thirty-nine thousand miles away
 - C. Takes twenty-seven and one-third days to circle Earth
 - D. Same side always faces Earth



- II. The sun, closest star to Earth
 - A. Ninety-three million miles from Earth
 - B. Sun's light reaches Earth in eight minutes
 - C. Provides heat and light for life
 - D. More than one hundred times the size of Earth



Good Openings and Closings

A strong **opening** captures your reader's interest and tells what your report is about. A strong **closing** sums up the report and connects to the main idea.

1. Below are two possible openings and closings for a research report about the Loch Ness monster. Put a check beside the stronger opening and closing.

Openings

- ____ I don't think there is a Loch Ness monster.
- ____ Is some huge, mysterious creature lurking near the calm surface of a lovely Scottish lake?

Closings

- ____ Maybe I will try to catch Nessie someday!
- ____ Thus, the mystery of the Loch Ness monster still remains to be solved.

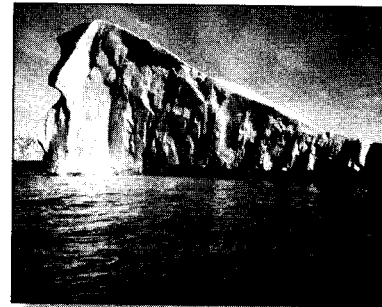
2. Write two good openings and two good closings for a report on icebergs using the outline. Ask a question and state a surprising fact. For the closing, try connecting to the main idea in the opening. Then put a check beside the opening and closing you think are stronger.

I. Description of iceberg

- A. Mountain of ice floating in ocean
- B. Piece broken off glacier (huge field of ice)
- C. In summer, floats south from Arctic to Canada

II. Size of iceberg

- A. Most of iceberg under water
- B. May be 400 feet above water
- C. Can be many miles long



Opening: _____

Opening: _____

Closing: _____

Closing: _____



Revising a Research Report

Have I

- written a topic sentence using the main topic of the outline?
- arranged facts in an order that makes sense?
- added more facts from the outline?
- added details from the outline?
- crossed out sentences that give opinions?

yes

☐
☐
☐
☐
☐

Revise the following paragraph from a research report. Use the checklist above to help you. Check off each box when you have finished your revision. Use the outline section below to write a topic sentence. Use the spaces above the lines, on the sides, and below the paragraph for your changes.

- II. Electric eels' use of electricity
- A. To hunt for food—fish and frogs
 - B. Can stun an animal as big as a horse
 - C. In place of eyesight, to find way around in muddy water
 - D. To communicate with other electric eels, so some scientists think
 - E. To protect self from enemies

An eel uses its electricity to hunt for food. The electricity can easily kill its food. It can even stun an animal. An eel also uses electricity to protect itself from enemies. I certainly wouldn't want to meet an electric eel in the water! After a while, electricity damages the eel's eyes, but the eel can use electricity to find its way around.



Elaborating: Details

Few details

Elaborated
with details

The hummingbird beats its wings fast.

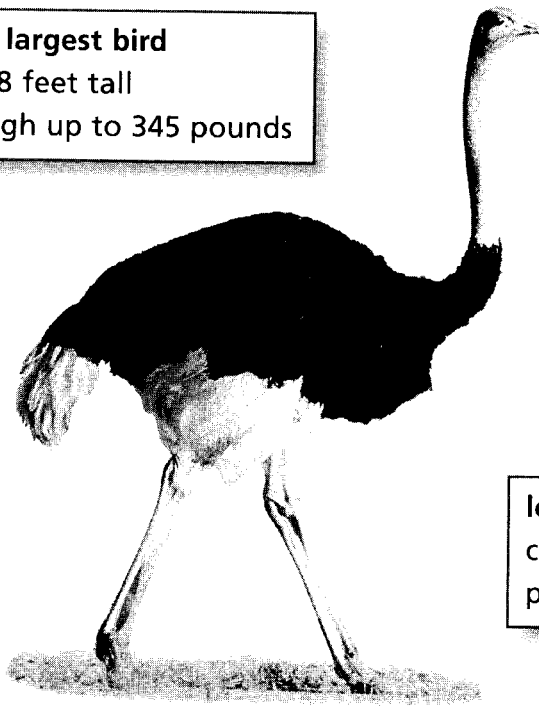
When gathering nectar, the hummingbird beats its wings more than 70 times a second, making a sort of humming sound.

Revise the supporting sentences in the paragraph below from a report on the ostrich, adding exact details from the picture and captions. The topic sentence is in dark print.

world's largest bird

almost 8 feet tall

can weigh up to 345 pounds



lives up to 70 years;
few birds live as long

lays eggs that
weigh 3 pounds

long legs
can run 40 miles
per hour

The ostrich is an unusual bird. It is very tall and weighs a lot. The ostrich cannot fly, but it can run fast. An ostrich hen lays big eggs. The ostrich lives a long time too.

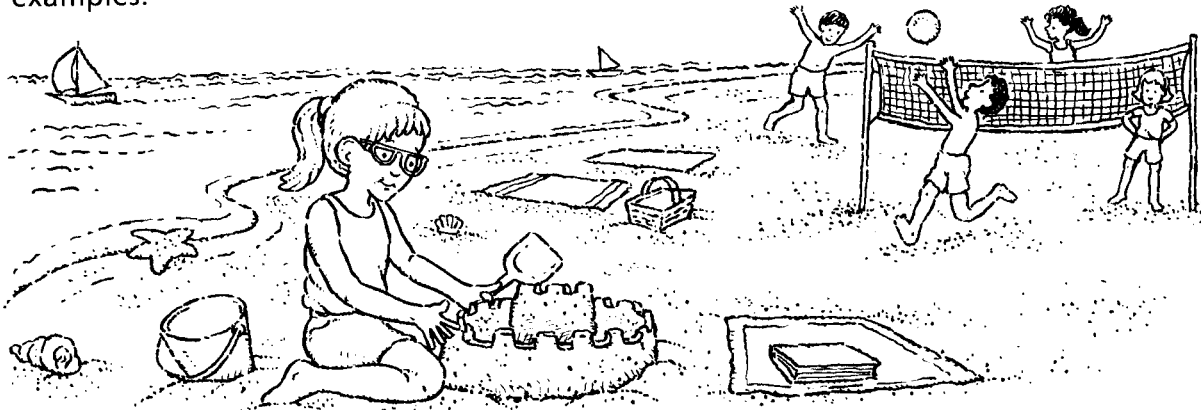
The ostrich is an unusual bird. _____



Supporting Sentences

An **opinion paragraph** tells what someone thinks or believes. It often has a focus statement, supporting sentences, and a concluding sentence. **Supporting sentences** give strong reasons for an opinion. They usually include facts and examples that make the reasons clear and convincing.

Complete the opinion paragraph about this picture. Write three supporting sentences that give reasons for the opinion presented in the focus statement below. Use details in the beach scene to elaborate each reason with facts and examples.



When you're ready for fun in the sun, a beach is the place to be!

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

A beach is definitely the best place to spend a warm summer afternoon.

Weak Reasons

Strong Reasons

A black and white illustration of two stylized trees with swirling lines and leaves around them, suggesting wind or movement. The trees are positioned on a horizontal base representing the ground. The left tree is slightly taller and has more dense foliage. The right tree is shorter and has more open, branching structure. Swirling lines and individual leaves are scattered around both trees, indicating a breeze. The style is simple and graphic, using only black ink on a white background.

I like outdoor activities.

I do not like outdoor activities.

The figure consists of two bar charts side-by-side, each with a title and a legend. The legend for both charts is:
- Outdoor activities: blue bars
- Indoor activities: orange bars

Chart 1: I like outdoor activities.
This chart shows that people who like outdoor activities participate in outdoor activities frequently and indoor activities infrequently. The y-axis represents frequency from 0 to 10.
- Outdoor activities: 8 (frequent)
- Indoor activities: 2 (infrequent)

Chart 2: I do not like outdoor activities.
This chart shows that people who do not like outdoor activities participate in outdoor activities infrequently and indoor activities frequently. The y-axis represents frequency from 0 to 10.
- Outdoor activities: 2 (infrequent)
- Indoor activities: 8 (frequent)

Elaborating Your Reasons

Opinion: I like mystery stories.

Reason: Mystery stories challenge readers to think.

Weak Details

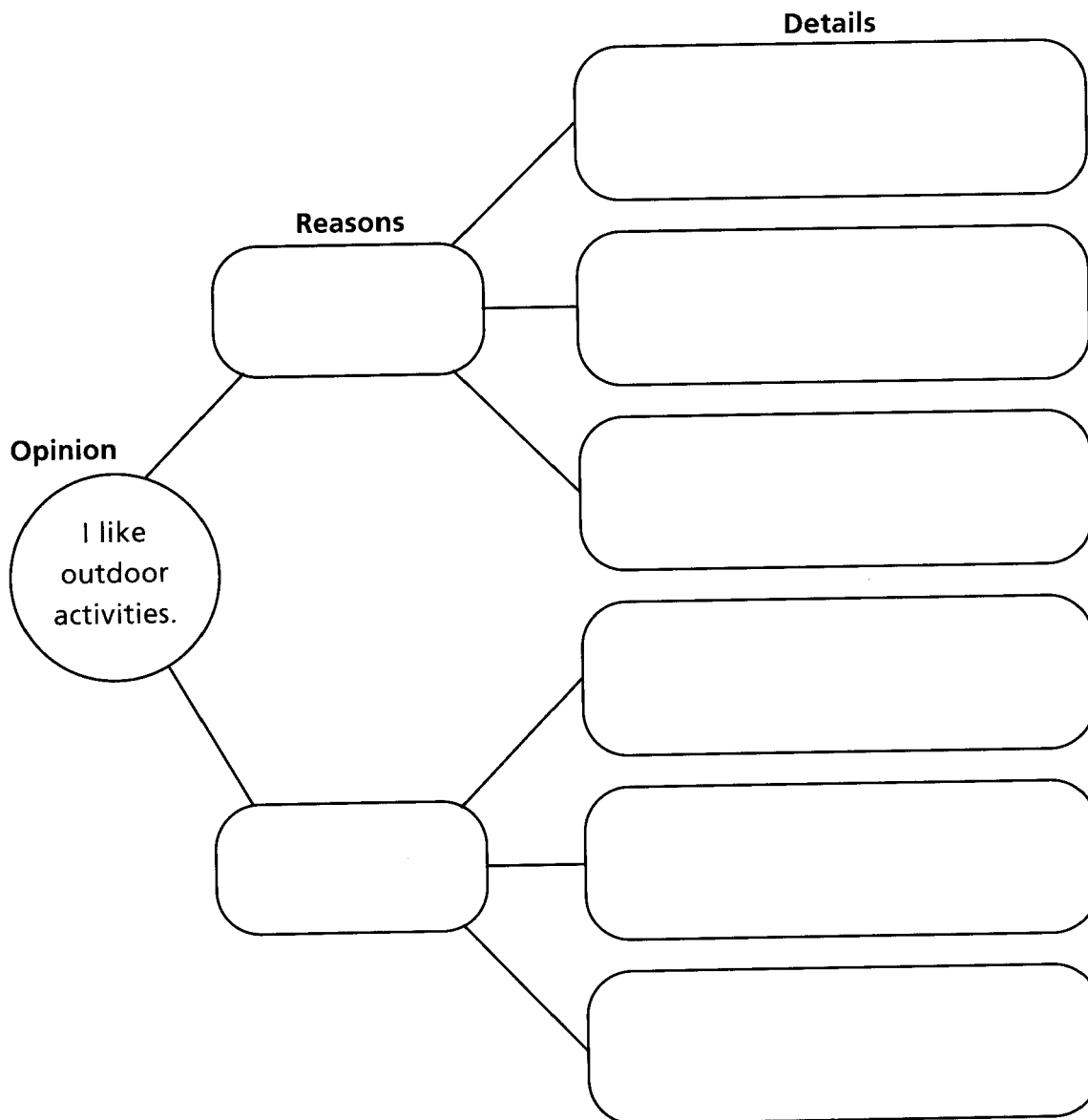
good plot
interesting story

Strong Details

complex plot with twists and turns
clues that help solve the mystery



Choose two reasons from the T-Chart about outdoor activities on the previous page and write them in the cluster below *Reasons*. Under *Details*, write details that make each reason more convincing.



Writing with Voice

Weak Voice

Airplane rides are nice.
Taking off is the most
exciting part. There are lots
of different things to see.
You get where you're going
really fast.

Strong Voice

Nothing beats the thrill of an airplane ride! The jet engines roar. The plane picks up speed on the runway, and I am pushed back against the seat by a tremendous force. Soaring high above the earth, I have a bird's-eye view of cities, farms, and rivers that wind across the landscape like ribbons. For traveling long distances, jet planes are the only way to go!

The opinion essay below sounds dull. Put yourself in the writer's place, and rewrite the essay with a stronger voice. Let your readers know that you really care about this topic.

Getting a weekly allowance has helped me to learn responsibility. I have to save for things I want to buy. I don't waste money on silly things. I keep track of how much I spend. Getting an allowance is great.



Openings and Closings

Weak Opening

Here is why I like computers.

Strong Opening

Have you ever considered the many ways that we use computers?

Weak Closing

That's why I think computers are great.

Strong Closing

Whether I'm searching for information, practicing my math, or playing games with a friend, computers are an important part of everyday life.

The short opinion essay below needs an opening. First, read the essay. Then write two strong openings. Read both your openings and decide which one you like best. Put a check mark in front of the stronger opening.

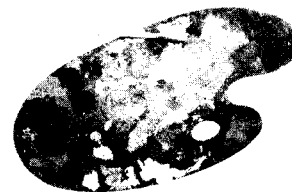
Every hockey game is packed with fast action. Players skate around the rink at a furious pace, passing the puck back and forth like a hot potato. A member of the home team fakes left, almost colliding with his opponent. Suddenly, the puck flies past the goalie, a light flashes behind the net, and the fans go wild. Only at a hockey rink will you experience action like this!

Strong Opening: _____

Strong Opening: _____

The opinion essay below needs a closing. First, read the paragraph. Then write two closings for it. Read both closings and decide which one you like better. Put a check mark in front of the stronger closing.

Whether I'm feeling a little bit blue or floating on top of the world, painting is my favorite way to share what I'm thinking and feeling. Creating pictures is my special way of showing others how I see the world. I love to play with different forms and shapes.



Strong Closing: _____

Strong Closing: _____



Revising an Opinion Essay

Have I

- added an opening that introduces the topic and creates interest?
- written a topic sentence that tells the main idea?
- included strong reasons and details that support the opinion?
- written in a way that sounds like me?
- summed up the important points in the closing?

yes

☐
☐
☐
☐
☐

Revise the following opinion essay to make it better. Use the checklist above to help you. Check off each box when you have finished your revision. You can use the spaces above the lines or the space around the paragraph to make your changes.

Baby-sitting

Baby-sitting is harder than it looks. When I baby-sit for five-year-old Carolyn, I am always on the go. When we play, she wants to do a dozen things at once. It was a beautiful sunny day. After ten minutes, I have to come up with something else to do. I watch her every move so that she doesn't fall and get hurt. She always needs something. She is hungry. Then she wants a drink. I read her a story. She begs for another. Carolyn never stops. I am always exhausted. Baby-sitting is a tough job.



This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page or a sheet of stationery. There is no handwriting or other markings on the page.

Supporting Your Reasons

Reason: I should take up ice skating because skating is good for my body.

Weak Support

Opinion: Skating is good exercise.

Opinion: Skating makes me feel good.

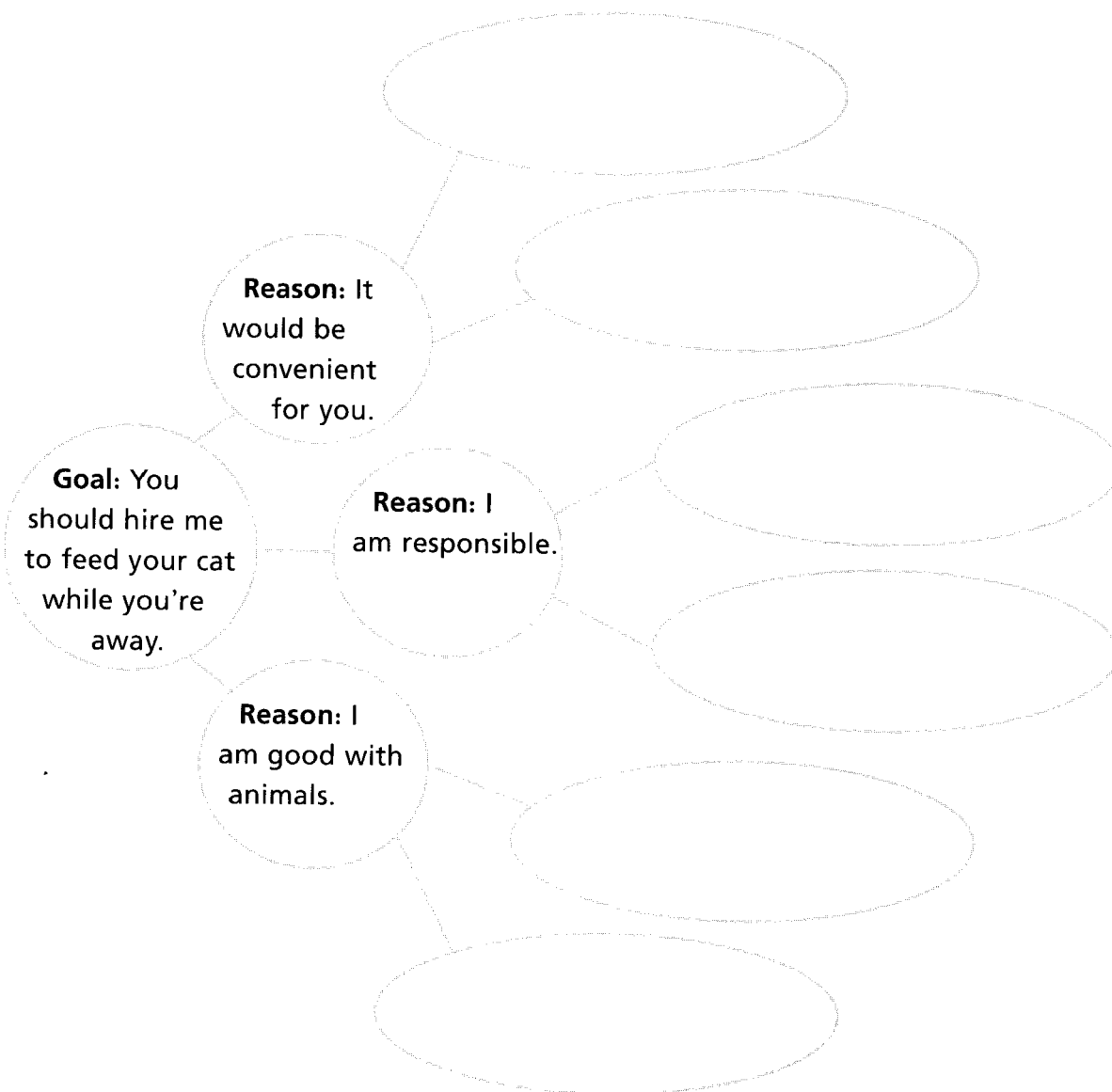
Strong Support

Fact: My doctor says the exercise I get while skating helps build strong muscles.

Example: I can feel my heart beating faster when I skate.



Read the goal and reasons in the web below. Write two facts or examples that support each reason.



Evaluating Your Reasons

Goal: My principal should have a career day at school.

Reason for Principal

Inviting adults to tell about their jobs will get the community involved with the school.

Reason for Students

We would learn about a variety of jobs and careers.

Goal: My sister should let me borrow her bike.

Unconvincing Reason

I can't ride my bike.

Convincing Reason

My bike has a flat tire.
The bike shop is closed.

Cross out the reasons below that do not show strong support or would not matter to the audience. Then fill in the web.



Reasons	Facts or Examples
My skills have improved.	running; ball handling
I am a team player.	willing to pass; don't need to be the star
I enjoy sporting events.	soccer; baseball
The team needs another member.	Mia quit the team; Zoe hurt her leg.
My parents go to all the games.	bring snacks; cheer loudly

Reason:

Goal: The coach should let me be on the team.

Reason:

Reason:



Organizing Your Essay

Goal: Mom should let my friend Zach stay for dinner.

2 Also, you made a big pot of spaghetti, so there's plenty of food.

The spaghetti smells delicious.

1 In the first place, we all like Zach and enjoy his funny stories.

3 Finally, you know how much Zach loves your spaghetti.

Three reasons for a persuasive essay are underlined below. Cross out the facts or examples that do not support the reasons. Number each reason 1, 2, or 3 to show the order in which you would write about them. Then organize the reasons and the facts and examples in the web below.

Goal: I want to persuade my friends that school is a good place to be.

Reason _____

School is a caring place.

Classmates made me get-well cards.

Teacher gives me extra help.

I sit in the front of the room.

Reason _____

We learn and do interesting things.

winter and spring vacations

fascinating field trips

scientific experiments

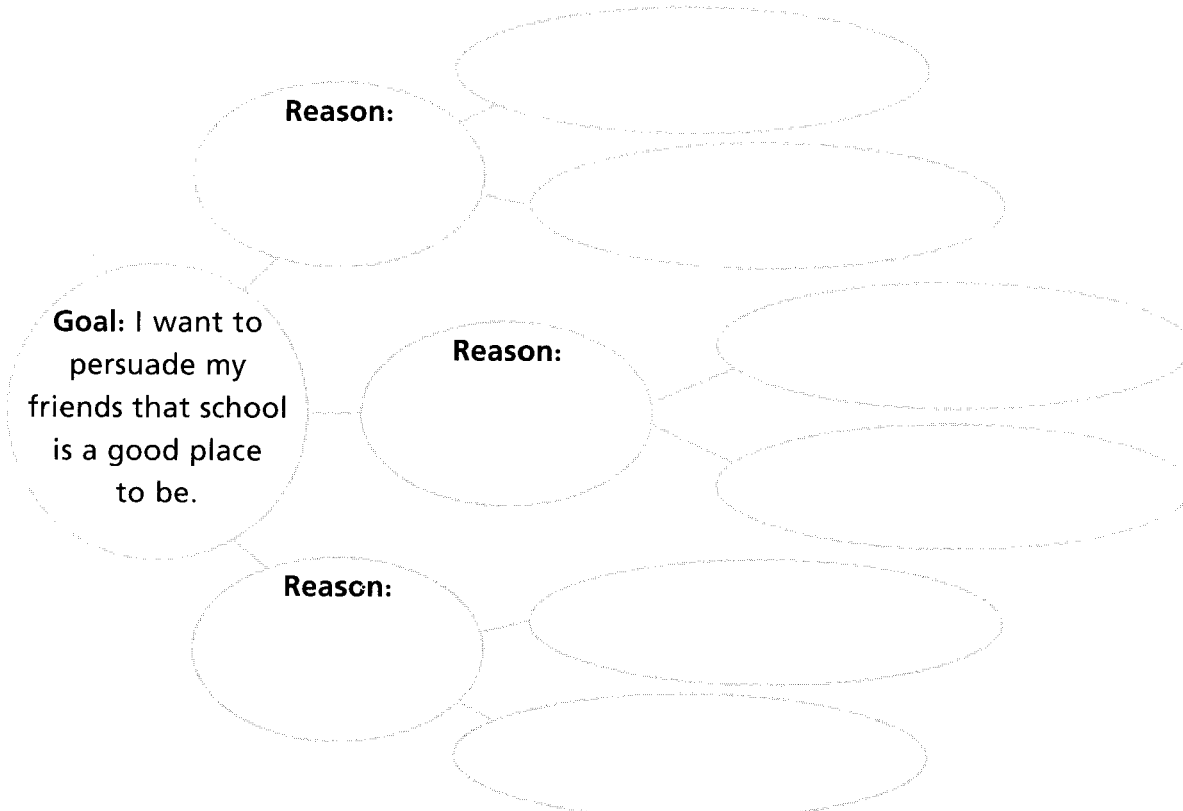
Reason _____

Our friends are there too.

play together during recess

Martin is my friend.

eat lunch together



Openings and Closings

Weak Opening

The school band needs new uniforms. The present uniforms are old and shabby looking. We should raise money to buy new ones.

Strong Opening

The school band sounds great. There's no reason why we can't look great too. We need new uniforms. Let's all pitch in and start that fundraising.

Weak Closing

The band uniforms in this school need to be changed. It's embarrassing to wear them. We need to buy new ones.

Strong Closing

Our band uniforms are old, faded, and in need of repair. Together we can do something about it. Let's organize and raise money to buy new uniforms!

Write two strong openings for persuasive essays about each goal below.

Goal: My mother should let me have a birthday party next month.

Opening: _____

Opening: _____

Goal: My friend should let me borrow her new T-shirt.

Opening: _____

Opening: _____

Goal: My grandmother should let me visit her this summer.

Opening: _____

Opening: _____



Weak: Negative Voice

Our team is terrible! We haven't won a game this year. Without more practice sessions, I doubt if we ever will.

Strong: Positive Voice

If we practice more and change our attitude, we'll get out of this slump. Our team is better than our record shows.

Weak: Not Confident Voice

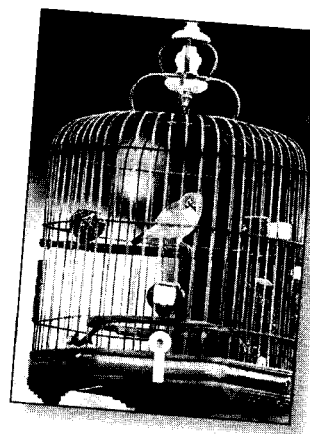
I think you should study more.
Doing well in school is sort of important.

Strong: Confident Voice

Success in school is a definite sign of how well you will do in the future. Clearly, studying prepares you for success.

The paragraph below isn't very persuasive. Rewrite the paragraph to give it a stronger voice. Show that your goal is important to you by adding words and phrases that persuade your reader. Then make sure you write a closing that sums up your goal and your reasons.

I think we should get a pet bird. First, a bird probably isn't hard to take care of. Second, a bird is quiet and would never bark at night. Finally, I think I'm old enough to take care of a pet. Most likely a bird would be the perfect pet.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Revising a Persuasive Essay

Have I	yes
• made sure the goal is stated clearly?	☐
• given strong reasons to support the goal?	☐
• backed up the reasons with facts and examples?	☐
• made sure the reasons stick to the topic?	☐
• added a strong, positive voice?	☐
• summed up the goals and reasons?	☐

Revise the following persuasive essay to make it better. Use the checklist above to help you. Check off each box when you have finished your revision. You can use the spaces above the lines, on the sides, and below the paragraph for your changes.

Recycling Is Important

I think our school should begin a recycling program. First of all, recycling would reduce the amount of trash. Lots of trash is thrown away every day. Landfills are getting full.

We have garbage pick-up twice a week. In addition, recycling at school would foster good habits. We would think twice before throwing things away. Finally, our school could earn some money. Some companies pay for things that can be recycled. A recycling program would help the environment and our school.



Few details

Elaborated with details

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.